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ABSTRACT

Oregon's Parenthood Curriculum has been designed for use within the state's middle/junior high school home economics classrooms; its overall goal is to enable future parents to nurture their children, based on a practical reasoning process that helps students examine the underlying causes of practical problems and the implications of solutions for themselves, their family and society in general. The practical reasoning process begins by identifying a common problem or question and then considering four areas in which to examine the problem: awareness of context, desired results, alternative approaches, and consequences of action. After an introductory rationale, user's guide, and curriculum model, the curriculum is divided into four units for middle school/junior high and five units for high school. Middle school units focus on the following self-development and caregiving concerns: developing self-awareness and self-acceptance; developing interpersonal relationships; exploring interaction of work and family; and promoting and developing caregiving skills. High school units focus on the following parenting concerns: (1) exploring the realities of being a parent; (2) developing a sense of self in parents and children; (3) promoting healthy parent-child relationships; (4) managing the interaction of work and family; and (5) creating supportive communities for parents and children. (TE)

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PARENTHOOD EDUCATION CURRICULUM

1990

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Norma Paulus
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PARENTHOOD EDUCATION CURRICULUM

1990

Oregon Department of Education
Division of
Vocational Technical Education
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Developed through a grant awarded to:
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PARENTHOOD EDUCATION CURRICULUM RATIONALE

Introduction

How to nurture human development is an on-going question individuals and families face from one generation to the next. The ability to nurture humans across the life span is influenced by the complexities of life today. Many of the conditions in society and in parent-child relationships have the potential of causing or contributing to human suffering. The need for all young people to critically contemplate the role of responsible family life and parenting is becoming more evident in shaping the future of society. How does one manage work, family, and parenting responsibilities? What are the multiple realities of parenting for both males and females? How do "I" develop healthy parent-child relationships and thus influence the well-being of society?

The Curriculum Framework

Oregon's Parenthood Curriculum has been designed for use within the state's middle/junior high school home economics classrooms. Although specifically designed for students who have not yet become parents, it is applicable in a variety of programs, including those for teen parents.

The overall goal of the Parenthood Education Curriculum is to enable future parents to nurture their children. The philosophy is based on a prevention perspective that is attempting to take an active approach to creating conditions which promote well-being of parents and children.

The entire curriculum is organized around the **practical perennial problem** of "what to do about nurturing human development." Practical problems, according to William Reid (1979), are those that:

1. deal with questions that have to be answered;
2. the grounds on which decisions should be made are uncertain;
3. must consider varying existing affairs;
4. are unique in time and context;
5. involve competing goals and values;
6. have no predictable outcome; and
7. the grounds on which we decide to answer the questions are not ones that point to the desirability of the action chosen as an "act in itself," but grounds that lead us to believe that the action will result in some desirable state of affairs (pp. 188-189).

The ***"Practical Reasoning Process"*** has been selected as the framework for the curriculum in order to help students examine the underlying causes of ***"practical problems"*** and the implications of solutions on themselves, their families, and society in general. In other words, the individual decisions "I" make have human consequences and social consequences. Rather than memorizing facts, students acquire information and move from thinking to action in a responsible way. This is in contrast to the technical approach or the "banking" system of education where the teacher decides what information the students need to know and then presents that information as "deposits" of knowledge.

The "Practical Reasoning Process" begins by identifying a common problem or question. Then the teacher and students consider four areas in which to examine the problem:

1. **Awareness of Context** - all the factors in society which might affect what should be done about the problem.
2. The most ideal **Desired Results** regarding the problem or question.
3. **Alternative Approaches** - various ways of dealing with the problem.
4. **Consequences of Action** - related to the alternative solutions.

The curriculum enables students to interrelate their life experiences and their educational experiences in preparing for future parenting responsibilities and in moving from thinking to action in a responsible way.

The teacher should remember that a variety of teaching strategies for developing critical thinking skills are integral in using the Practical Reasoning framework. For example, the curriculum identifies numerous strategies within the directed activities in each unit. The teacher will find activities utilizing cooperative learning, discussion techniques, written exercises, and use of media to name a few.

Laboratory Experience With Children

Actual experience working with young children should be a critical part of any parenthood education curriculum. Working with young children provides the opportunity for adolescents to develop a more realistic view of developmental capabilities of children and provides an avenue for "taking action" in guiding children through safe, educational experiences.

Community Guidance

All home economics programs are encouraged to establish community-based advisory committees. This is especially true for the Parenthood Education Curriculum. School and community interaction offers an opportunity to exchange ideas about student needs in a local community and strengthens program development.

Teacher Preparation

Teacher preparation is critical in delivering the Parenthood Education Curriculum from a practical reasoning perspective. Home Economics teachers already have professional preparation in family studies, child development and parent education. However, preparation in the practical reasoning process is critical if the curriculum is to go beyond the banking method of teaching and challenge students to think critically and act responsibly when making parenting decisions.

References

Reid, William (1979). "Practical reasoning and curriculum theory: In search of a new paradigm." ***Curriculum Inquiry***. 9 (3), pp. 187-207.

HOW TO USE THE OREGON PARENTHOOD EDUCATION CURRICULUM MODEL

The curriculum format reflects the unique practical reasoning framework and is organized as follows:

Continuing Concerns

Specific **continuing concerns** were selected to reflect the developmental needs and interests of middle and high school students. Middle school and Junior High continuing concerns focus on self-development and caregiving; high school continuing concerns focus on parenting.

Related Concerns

Each continuing concern has **related concerns** which provide a framework for the curriculum unit. Each **related concern** is organized in a curriculum unit format and is written to the classroom teacher.

Desired Results for Learners

An overall statement of **desired results** is designed to assist the user of this curriculum guide in understanding the primary focus for each unit.

Learner Outcomes

The **learner outcomes** (commonly referred to as "objectives") are stated in terms of the components of the "Practical Reasoning Process" (awareness of context, desired results, alternative approaches, and consequences of action.

Supporting Concepts

These are the major topics or concepts included in the curriculum unit.

Background Information

Each unit includes a section on background information. It is designed to be a resource for teachers and consists of a compilation of readings and thoughts of the writers. References for sources are included. Teachers are advised to refer to the original sources as often as possible.

Teacher Preparation

Teachers are encouraged to reflect upon their own life experiences related to the curriculum unit as they prepare for teaching. Questions are provided to stimulate that reflection.

Directed Activities

These are the suggested strategies to use for student-teacher interaction in order to help the student through the practical reasoning process relevant to the related concern. It will enhance the unit to use Directed Activities in the order presented and in their entirety; however, that will not always be possible. At the conclusion of each directed activity, the "Practical Reasoning Process" components that are emphasized through the activity are specified.

Resources

A listing of resources at the conclusion of each unit is provided for use in further study and for supplementing the Directed Activities.

Supporting Materials

The concluding pages of each unit are the Supporting Materials. These include any materials which can be used as a resource for the student or teacher, as well as activities the students can complete. The Supporting Materials are coded as SM-, with a corresponding number in sequence of use within the unit (e.g., SM-2).

Reference to Public Policy

"Supportive Public Policy" is an important concern for families with children and is identified as a critical topic to be addressed in the Parenthood Education Curriculum Model. Public policies affect families with children, often unknowingly, both positively and negatively. But the issues involved, even though they can be extremely complex, are especially important for high school students to consider. Therefore, several units include supporting concepts and directed activities related to "Supportive Public Policy". These units are *"Childcare Issues"*, *"Circumstances When Parenting Occurs,"* *"Families and Crisis,"* and *"Time Management."*

"Public Issues and Public Policy: A Family Perspective" is included as a teacher resource in the Childcare Issues unit and should be helpful background reading before beginning to teach about public policy. Another teacher resource is Keniston, K. and The Carnegie Council on Children (1978). *All Our Children.* New York: Harcourt, Brace, Jovanovich. Additional resources on public policy which relate to a specific unit are listed at the end of those units.

Oregon Parenthood Education Curriculum Model

MIDDLE SCHOOL/JR. HIGH SCHOOL

PERENNIAL PROBLEM: What to do About Nurturing Human Development

CONTINUING CONCERNS RELATED TO SELF-DEVELOPMENT AND CAREGIVING:			
Developing Self-Awareness and Self-Acceptance	Developing Interpersonal Relationships	Exploring Interaction of Work and Family	Promoting andDeveloping Caregiving Skills
RELATED CONCERNS			
• Identifying and Accepting One's Uniqueness	• Creating & Nurturing Positive Relationships • Developing and Maintaining Positive Friendships • Accepting the Uniqueness of Others	• Finding Meaning in Work • Examining Personal vs Family Needs and Wants	• Identifying Characteristics and Responsibilities of the Caregiver

HIGH SCHOOL

PERENNIAL PROBLEM: What to do About Nurturing Human Development

CONTINUING PARENTING CONCERNS:				
Exploring the Realities of Being a Parent	Developing a Sense of Self in Parents and Children	Promoting Healthy Parent-Child Relationships	Managing the Interaction of Work & Family	Creating Supportive Communities for Parents & Children
RELATED CONCERNS				
• Multiple Realities of Parenting • Healthy Prenatal Environment • Circumstances When Parenting Occurs • How Culture & Society Shape Parenting Behavior	• Self-Formation • Interactive Relations Between Parents and Children • Sexuality Education in the Family	• Communication Across the Life Span • Discipline and Guidance • Families and Crisis • Influence of Power in Parent-Child Relationships • Basic Human Needs and Safety	• Stress Managment • Time Management • Childcare Issues	• All Citizens' Responsibility for Children's Well-Being • Responsible Use of Resources

PRIORITIZING CURRICULUM UNITS

Teachers field testing the curriculum requested that the writers assist teachers in prioritizing the units in the curriculum. For example, some teachers only have a limited number of weeks within a course that could be devoted to parenthood education and would like some assistance in deciding which unit(s) would be most critical. After an attempt to assign some priorities to each unit, the writers decided those decisions had to be made within each school district. Because the contextual factors influencing curriculum decisions are so diverse, a statewide prioritization seemed inappropriate. **The curriculum writers suggest that middle school/junior high teachers and senior high teachers work cooperatively as they consider the following contextual factors in making prioritizing decisions.**

1. The content and length of time devoted to self-development and caregiving at the middle school/ junior high level should be based on district curriculum at elementary level.

2. The content and length of time devoted to parenting concerns at the high school level should be based on decisions concerning curriculum at middle school/junior high level.

3. Consideration should be given to other curriculum areas at middle school/junior high and senior high levels. However, the family focused approach to parenthood education is unique to the home economics curriculum and content will not be duplicated in other curriculm areas. For example, in health or social studies, some parenthood related topics may appear in the content within those subjects. Sexuality education, for example, within the health curriculum is usually taught from an individual perspective. The unit within this curriculum, "Sexuality Education in the Family" is taught from a different perspective and would not be a duplication of health content. In addition, the practical reasoning process which forms the basis for this curriculum is unique in that it enable students to go beyond the factual knowledge or technical approach that is predominant in many other curricular areas.

4. Consideration should be given to the educational background of teachers in the area of parenthood education during the initial implementation of the curriculum. Additional opportunities for in-service will enable teachers to build on their expertise in the area of parenthood education.

To assist teachers in making prioritizing decisions based on the factors described above, the writers specified the length of time they felt it would take to include each unit in its entirety in the curriculum. In order to have continuity and depth within the local curriculum, teachers should make prioritizing decisions based on units, not concepts selected from individual or multiple units. The following are the approximate number of days estimated for each unit.

Middle School/Junior High Units:	**Days**
Identifying and Accepting One's Uniqueness	5
Creating and Nurturing Positive Relationships	4
Developing and Maintaining Positive Friendships	6
Accepting the Uniqueness of Others	4
Finding Meaning in Work	6
Examining Personal vs. Family Needs and Wants	8
Identifying Characteristics and Responsibilities of the Caregiver	5

Senior High Units:	**Days**
Multiple Realities of Parenting	10
Healthy Prenatal Environment	10
Circumstances when Parenting Occurs	12
How Culture and Society Shape Parenting Behavior	10
Self-formation	10
Interactive Relations Between Parents and Children	10
Sexuality Education in the Family	12
Communication Across the Life Span	10
Discipline and Guidance	15
Families and Crisis	15
Influence of Power in Parent-Child Relationships	5
Basic Human Needs and Safety	8
Stress Management	10
Time Management	10
Childcare Issues (including public policy)	10
All Citizen's Responsibility for Children's Well-Being	6
Responsible Use of Resources	6

THE RELATIONSHIP OF ESSENTIAL LEARNING SKILLS TO THE PARENTHOOD EDUCATION CURRICULUM

Essential Learning Skills for Oregon schools, developed under the leadership of the Oregon Department of Education, are to serve as a foundation for continued growth and development of all students in the academic environment and beyond. These skills were carefully selected from a vast array of objectives. They represent consensus decisions about skills which are basic to all students' learning.

The Essential Learning Skills represent a broader definition of basic skills. They go beyond "the three R's" to **include critical thinking, problem solving, speaking, listening and study skills.** Since the Essential Learning Skills are necessary for all students, they must be a basic instructional concern of all teachers. Therefore, a matrix was designed which illustrates how the directed activities and supporting materials within each teaching unit of this parenthood education model reinforce the Essential Learning Skills.

On the left hand side of the matrix, seven categories serve as organizers for the Essential Learning Skills, identifying the general outcomes expected of students. Under each of the seven categories specific skills are listed that identify student's learning outcomes. Across the top of the matrix, the teaching units included in the parenthood education curriculum model are listed. These units are grouped under appropriate "continuing concerns" relating to either the middle/junior high school or high school level. Within the matrix an example of where an Essential Learning Skill is reinforced in the teaching units is indicated by either DA (directed activity) or SM (supporting material), followed by a corresponding number. It must be emphasized that each directed activity or supporting material chosen for this matrix is **one example** of many which could be used to reinforce a specific learning outcome. Although this curriculum has the potential to address many of the Essential Learning Skills, individual teaching styles will determine the extent to which the skills are taught or reinforced.

ESSENTIAL LEARNING SKILLS FOR OREGON SCHOOLS

CONTINUING CONCERNS FOR JR. HIGH SCHOOL

OREGON DEPARTMENT OF EDUCATION
Salem, Oregon

ESSENTIAL LEARNING SKILLS for Oregon Schools

	Developing Self-Awareness Self-Acceptance	Developing Interpersonal Relationships			Exploring Interaction of Work & Family		Promoting & Developing Caregiving Skills
	Identifying and Accepting One's Uniqueness	Creating & Nurturing Positive Relationships	Developing & Maintaining Positive Friendships	Accepting the Uniqueness of Others	Finding Meaning in Work	Examining Personal vs Family Needs and Wants	Identifying Characteristics and Responsibilities of the Caregiver
1. Students will be able to demonstrate the use of vocabulary, speech, numerals and other symbol systems essential for effective communication, computation and problem solving. Students will be able to:							
1.1 Recognize words commonly used in grade-level materials, including subject areas.	SM 3	DA 8	DA 3	SM 2	DA 3	SM 11	SM 2
1.2 Determine meaning of unknown words commonly used in grade-level materials, including subject areas.	DA 4	DA 7	DA 7	SM 2	DA 12	SM 1	DA 2
1.3 Speak with standard pronunciation, appropriate volume, rate, gestures and inflections.	DA 6	DA 13	DA 9				DA 2
1.4 Use number/numeric figures, letters, words, symbols and visuals to count, compute and communicate quantitative data.							
1.5 Recognize and use geometric patterns, relationships and principles to describe and classify.							
1.6 Recognize and use mathematical patterns, relationships and principles to quantify problems or make predictions.							
1.7 Estimate and measure quantities, define problems, develop hypotheses, select methods of computation, and solve problems.							

DA = Directed Activity
SM = Supporting Material

CONTINUING CONCERNS FOR HIGH SCHOOL

Exploring the Realities of Being a Parent				Developing a Sense of Self in Parents & Children			Promoting Healthy Parent-Child Relationships					Managing the Interaction of Work & Family			Creating Supportive Communities for Parents & Children	
Multiple Realities of Parenting	Healthy Prenatal Environment	Circumstances When Parenting Occurs	How Culture & Society Shape Parenting Behaviors	Self-Formation	Interactive Relations/ Parents and Children	Sexuality Education in the Family	Communication Across the Life-Span	Discipline & Guidance	Families & Crisis	Influence of Power in Parent-Child Relations	Basic Human Needs and Safety	Stress Management	Time Management	Childcare Issues	All Citizens' Responsibility for Children's Well-being	Responsible Use of Resources
DA 14	DA 3	DA 1	DA 8	DA 18	DA 2	DA 4	DA 2	DA 8	SM 2	DA 1	SM 5	SM 5	SM 2	DA 12	DA 2	DA 1
DA 19	DA 8	DA 9	DA 6	DA 5	DA 2	DA 2	DA 1	DA 8	DA 3	DA 2	SM 2	DA 3	DA 22	DA 16	DA 5	DA 1
DA 25	DA 3	DA 3	DA 2	DA 14	DA 3	DA 5	DA 6	DA 7			DA 14			DA 18	DA 6	DA 2
DA 24													SM 5			
DA 24													SM 5			

CONTINUING CONCERNS FOR JR. HIGH SCHOOL

OREGON DEPARTMENT
OF EDUCATION
Salem, Oregon

ESSENTIAL LEARNING SKILLS for Oregon Schools

	Developing Self-Awareness Self-Acceptance	Developing Interpersonal Relationships			Exploring Interaction of Work & Family		Promoting & Developing Caregiving Skills
	Identifying and Accepting One's Uniqueness	Creating & Nurturing Positive Relationships	Developing & Maintaining Positive Friendships	Accepting the Uniqueness of Others	Finding Meaning in Work	Examining Personal vs Family Needs and Wants	Identifying Characteristics and Responsibilities of the Caregiver
2. Students will be able to interpret the *literal* meanings of information presented in written, visual and oral communication. Students will be able to:							
2.1 Identify main ideas, supporting details, and facts and opinions presented in written, oral and visual formats.	DA 3	SM 4	DA 3	DA 3	DA 12	SM 3	SM 2
2.2 Use instructional materials as basis for gaining knowledge and improving comprehension.	DA 5	SM 5	DA 8	DA 5	SM 5	SM 5	SM 1
2.3 Use oral communication to give or receive information and directions.	DA 1	DA 13	DA 1	DA 8	SM 3	DA 7	DA 3
3. Students will be able to interpret the *implied* meanings of information presented in written, oral and visual communications. Students will be able to:							
3.1 Comprehend implied meanings of written, oral and visual communications.	SM 5	SM 2	DA 8	SM 1	DA 2	SM 8	DA 3
4. Students will be able to evaluate content and use of written, oral, aural and visual communications. Students will be able to:							
4.1 Determine the significance and accuracy of information and ideas presented in written, oral aural and visual communications.	DA 3	SM 1	DA 3	DA 7	DA 12	DA 8	DA 2
4.2 Use oral communication to influence others and to respond to persuasion.		DA 14			DA 10	DA 9	
4.3 Distinguish and interpret sounds of nature, language, music and environment.							
4.4 Listen, read, view and evaluate presentations of mass media.	DA 3		DA 6	DA 3	DA 11	DA 1	DA 1

CONTINUING CONCERNS FOR HIGH SCHOOL

Exploring the Realities of Being a Parent				Developing a Sense of Self in Parents & Children			Promoting Healthy Parent-Child Relationships					Managing the Interaction of Work & Family			Creating Supportive Communities for Parents & Children	
Multiple Realities of Parenting	Healthy Prenatal Environment	Circumstances When Parenting Occurs	How Culture & Society Shape Parenting Behaviors	Self-Formation	Interactive Relations/ Parents and Children	Sexuality Education in the Family	Communication Across the Life-Span	Discipline & Guidance	Families & Crisis	Influence of Power in Parent-Child Relations	Basic Human Needs and Safety	Stress Management	Time Management	Childcare Issues	All Citizens' Responsibility for Children's Well-being	Responsible Use of Resources
SM 7	DA 5	DA 1	DA 4	SM 6	SM 1	DA 5	DA 2	DA 7	SM 2	SM 3	DA 11	DA 3	DA 5	SM 3	DA 2	SM 6
SM 8	DA 8	DA 1	SM 1	SM 7	DA 13	SM 9	SM 6	DA 8	SM 1	SM 4	DA 13	SM 6	DA 8	SM 6	SM 3	SM 1
DA 21	DA 8	DA 3	DA 2	DA 21	DA 16	DA 6	DA 6	DA 9	DA 26	DA 10	DA 11	DA 7	DA 14	DA 6	SM 3	DA 14
SM 11	DA 8	DA 4	DA 7	DA 21	SM 2	DA 7	DA 7	DA 13	DA 19	DA 6	SM 3	SM 1	DA 25	SM 2	DA 7	SM 2
DA 5	DA 2	DA 6	SM 4	DA 22	DA 1	DA 4	DA 6	DA 7	DA 7	DA 2	SM 5	DA 3	DA 28	DA 3	DA 7	DA 1
DA 5	DA 2				DA 10	DA 6				SM 2				DA 18	DA 7	DA 14
DA 4	DA 12	DA 11	DA 8	DA 17	DA 14	DA 8	DA 12	DA 6	DA 10	DA 6	DA 8	DA 3	DA 4	DA 3	DA 2	DA 2

OREGON DEPARTMENT
OF EDUCATION
Salem, Oregon

ESSENTIAL LEARNING SKILLS for Oregon Schools

CONTINUING CONCERNS FOR JR. HIGH SCHOOL

	Developing Self-Awareness Self-Acceptance	Developing Interpersonal Relationships			Exploring Interaction of Work & Family		Promoting & Developing Caregiving Skills
	Identifying and Accepting One's Uniqueness	Creating & Nurturing Positive Relationships	Developing & Maintaining Positive Friendships	Accepting the Uniqueness of Others	Finding Meaning in Work	Examining Personal vs Family Needs and Wants	Identifying Characteristics and Responsibilities of the Caregiver
5. Students will be able to generate, organize, express and evaluate ideas in oral and written forms. Students will be able to:							
5.1 Use a variety of techniques to generate writing and speaking topics (prewriting*).	DA 6	DA 14	DA 4	DA 6	DA 9	DA 4	DA 5
5.2 Organize ideas in understandable format (prewriting and planning).	DA 6	DA 14	DA 9	DA 6	DA 2	DA 9	DA 5
5.3 Select appropriate form of writing based on audience and purpose (prewriting and planning).			DA 12		DA 6	DA 9	DA 5
5.4 Present ideas in understandable sequence on the topic selected (drafting).	DA 6		DA 6	DA 9	DA 6	SM 8	DA 5
5.5 Select and use language, gestures and symbols appropriate to audience, purpose, topic and setting when making oral presentations (planning and drafting).	DA 1	DA 15		DA 2		DA 12	
5.6 Evaluate and revise own writing for meaning, clarity, and comprehensiveness (revising and rewriting).	DA 6		DA 9	DA 9	DA 6	SM 8	
5.7 Apply the conventions of writing to produce effective communication (editing and proofreading).	DA 6		DA 12		DA 6	SM 8	

CONTINUING CONCERNS FOR HIGH SCHOOL

Exploring the Realities of Being a Parent				Developing a Sense of Self in Parents & Children			Promoting Healthy Parent-Child Relationships					Managing the Interaction of Work & Family			Creating Supportive Communities for Parents & Children	
Multiple Realities of Parenting	Healthy Prenatal Environment	Circumstances When Parenting Occurs	How Culture & Society Shape Parenting Behaviors	Self-Formation	Interactive Relations/ Parents and Children	Sexuality Education in the Family	Communication Across the Life-Span	Discipline & Guidance	Families & Crisis	Influence of Power in Parent-Child Relations	Basic Human Needs and Safety	Stress Management	Time Management	Childcare Issues	All Citizens' Responsibility for Children's Well-being	Responsible Use of Resources
DA 1	DA 8	DA 3	DA 2	DA 18	DA 19	DA 11	SM 16	DA 15	DA 29	DA 8	DA 16	DA 10	DA 21	DA 18	SM 3	SM 3
DA 1	DA 5	DA 11	DA 2	DA 18	DA 19	DA 5	DA 13	DA 8	DA 30	DA 11	DA 21	DA 14	DA 21	DA 18	DA 6	DA 2
DA 1	DA 13	DA 7	DA 2	DA 9	DA 8	DA 4			DA 30		DA 21		DA 27	DA 9		DA 6
DA 29	DA 13	DA 11	DA 10	DA 1	DA 19	DA 4		DA 15	DA 30	DA 11		DA 14	DA 27	DA 19	DA 7	DA 11
	DA 8	DA 3	DA 2				DA 11	DA 9	DA 29	DA 10	DA 11			DA 9	DA 6	DA 13
DA 29		DA 11	DA 2		DA 19	DA 11						DA 14	DA 21	DA 19	DA 6	
DA 29		DA 11	DA 2		DA 19	DA 11			DA 30			DA 14	DA 21	DA 19	DA 6	

OREGON DEPARTMENT
OF EDUCATION
Salem, Oregon

ESSENTIAL LEARNING SKILLS for Oregon Schools

CONTINUING CONCERNS FOR JR. HIGH SCHOOL

	Developing Self-Awareness Self-Acceptance	Developing Interpersonal Relationships			Exploring Interaction of Work & Family		Promoting & Developing Caregiving Skills
	Identifying and Accepting One's Uniqueness	Creating & Nurturing Positive Relationships	Developing & Maintaining Positive Friendships	Accepting the Uniqueness of Others	Finding Meaning in Work	Examining Personal vs Family Needs and Wants	Identifying Characteristics and Responsibilities of the Caregiver
6. Students will be able to use reasoning skills. Students will be able to:							
6.1 Recognize, construct and draw inferences concerning relationships among things and ideas.	DA 2	SM 6	DA 4	SM 6	DA 1	SM 9	DA 3
6.2 Generate and test interpretations, explanations, predictions, and hypotheses.					DA 12	SM 10	
6.3 Identify problems and approach their solution in an organized manner.	DA 7	DA 13	DA 5	SM 4	DA 11	DA 8	DA 4
6.4 Make reasoned evaluations.	DA 5		DA 7		DA 6	DA 7	
6.5 Formulate and support a position using appropriate information and sound argument.			DA 7			SM 4	
6.6 Reflect upon and improve own reasoning.	DA 7		DA 9	SM 3	DA 6	DA 10	DA 4
7. Students will be able to manage personal habits and attitudes, time and instructional resources constructively in order to accomplish learning tasks. Students will be able to:							
7.1 Clarify purposes of assignment.	DA 1	DA 8	DA 1	DA 9	DA 2	DA 12	DA 3
7.2 Use resources beyond the classroom.			DA 6		DA 9	DA 1	
7.3 Select and use appropriate study techniques.*	•	•	•	•	•	•	•
7.4 Practice appropriate and positive health behaviors to enhance learning.							

* Integrated into each unit as appropriate.

CONTINUING CONCERNS FOR HIGH SCHOOL

Exploring the Realities of Being a Parent				Developing a Sense of Self in Parents & Children			Promoting Healthy Parent-Child Relationships					Managing the Interaction of Work & Family			Creating Supportive Communities for Parents & Children	
Multiple Realities of Parenting	Healthy Prenatal Environment	Circumstances When Parenting Occurs	How Culture & Society Shape Parenting Behaviors	Self-Formation	Interactive Relations/ Parents and Children	Sexuality Education in the Family	Communication Across the Life-Span	Discipline & Guidance	Families & Crisis	Influence of Power in Parent-Child Relations	Basic Human Needs and Safety	Stress Management	Time Management	Childcare Issues	All Citizens' Responsibility for Children's Well-being	Responsible Use of Resources
DA 26	DA 11	SM 13	DA 4	DA 4	DA 11	DA 4	SM 4&5	DA 10	SM 6	SM 2	DA 19	DA 10	DA 16	SM 8	DA 8	DA 1
DA 29		DA 1	DA 6		DA 15				DA 19			DA 12	DA 28	DA 12		DA 2
DA 29	DA 7	DA 12	DA 6	DA 2	DA 6	DA 6	DA 13	DA 14	DA 7	DA 11	SM 4	DA 8	SM 4	DA 14	DA 1	SM 7
DA 22	DA 2	DA 6	DA 5	DA 10	DA 4	DA 6		DA 14	SM 18	DA 7	SM 7	DA 7	SM 4	DA 4	DA 1	SM 5
DA 28	DA 8	DA 9			DA 13	DA 7						DA 9	DA 27	DA 19	DA 4	DA 14
SM 10	DA 13	DA 5	DA 7	DA 13	DA 13	DA 9	DA 3	DA 15	SM 21	DA 10	DA 21	DA 7	DA 26	DA 13	DA 7	DA 4
DA 9	SM 4	DA 2	DA 6	SM 3	DA 3	DA 7	SM 13	SM 12	DA 27	SM 2	DA 2	DA 3	DA 12	DA 17	DA 6	DA 1
DA 10	DA 5	DA 10	DA 4	DA 17	DA 6	DA 10	DA 12	SM 13	DA 27	DA 10	DA 17	DA 13	DA 15	DA 10	DA 6	DA 13
•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	SM 1										DA 10	DA 14				

UNIT TO INTRODUCE PRACTICAL REASONING TO STUDENTS

DESIRED RESULTS FOR STUDENTS:

Students will examine the components/skills involved in the practical reasoning process.

LEARNER OUTCOMES: Students will:

1. Become familiar with terminology used in the *Oregon Parenthood Education Curriculum Model.*
2. Examine component parts of the practical reasoning process used in the *Oregon Parenthood Education Curriculum Model.*
3. Practice using the practical reasoning process.

SUPPORTING CONCEPTS:

A. Technical vs. Problem-focused approach.

B. Rationale/purpose.

C. Practical reasoning process.

BACKGROUND INFORMATION:

The purpose of this unit is to familiarize students who will be using the *Oregon Parenthood Education Curriculum Model* with the practical reasoning process used throughout this document. Hopefully students will have a greater understanding of the concepts when they are familiar with the terminology and can comprehend some of the information the teacher has received through in-service training and reading the introductory pages of this manual.

The practical reasoning approach to education is in contrast to the technical approach, which emphasizes skills, facts, and "how-to's", and where the teacher alone decides what information the student needs to know. When information is presented in the technical approach, there are usually right and wrong answers and the information frequently has a sequential order. It can be compared to the "banking" system of education where the teacher presents the information as "deposits" of knowledge. The intention of the banking system is that throughout life the student will "draw" from that deposit of information in order to live a good life.

The practical reasoning approach used in the curriculum model for parenthood education grows out of a search to solve the problems individuals and families face now and in the future. Students are led to "peel back the layers" and look for meanings rather than memorize facts. They not only acquire the information, but know how to act on it. Practical reasoning is based on the context of the problem as it looks at what is most desireable and what possible approaches can be used to arrive at the desired results. With this approach, the intellectual and emotional aspects of a person's life are integrated into the learning process. Proponents of this approach say that it: 1) motivates students and promotes their personal involvement, 2) prepares students for the information age, 3) changes attitudes and values since facts alone do not, and 4) provides a proactive stance in that it helps students to be advocates for change rather than accept existing conditions (AHEA Global Connections, 1988).

The contrast in the two approaches may be illustrated by considering the concept of communication between parent and child. In the technical approach, specific skills and techniques, such as "I messages," are based on the teacher's judgement that such communication skills are important for all students. Within the practical reasoning approach, such specific skills would be viewed as an alternative approach for helping students reach the results they desire (in response to a previously identified problem) within the context of their own life experiences, emotions, feelings, and relationships.

The practical reasoning process starts with the identification of a problem. Practical reasoning is needed to decide what is best to do about a problem affecting the well-being of self and others, especially those in families. The problem-focused approach requires technical information in solving complex problems. While the technical approach involves "how to do..........," the practical reasoning approach considers "what to do about.........."

The practical reasoning approach "involves critical and creative thinking, communicating, and examining meanings and values in an atmosphere of trust and openness." (Ohio Vocational Consumer/Homemaking Curriculum Guide, 1983).

The *Oregon Parenthood Education Curriculum Model* has used four components in which to examine the defined problem. Because there is no specific sequence to these areas, they can be used in any order. An explanation of these areas can be found in the introductory pages. In addition, a further way to consider these areas with students is to ask questions, such as those that follow:

Desired Results:

-What is the goal?
-What is the ideal situation? The ideal state of affairs?
-What are the desired outcomes? What ought to be? What should be?

Awareness of Context:

-What's going on — in the family? In my family? In society?
-What has been the historical influence of . . .?
-What is the significance of the past for the present?
-Identify the factors involved — the people involved and the reasons for their involvement.
-What are the problems? Why and how are these problems?
-How reliable is the information? What myths exist about . . .? What kinds of information should be taken into consideration in coming to decisions about . . . ?

Alternate Approaches:

-What are the ways to accomplish the goals or reach the desired results?
-What are possible solutions to the "problem"?

Consequences of Action:

-What are the consequences of using each of the alternative solutions to reach my goal?
-What happens if I act this way?
-What are the positive and negative consequences of these actions?
-What are the consequences to me? To my family? To my community? To my nation? To the world?
-What if everyone made this choice?
-How have these actions affected individuals and families?

Practical reasoning can help us examine the underlying issues; it is a framework that helps us "peel back the layers". Some guidelines for peeling back the layers are:

1. Examine beliefs about one's own role in the situation.

2. Examine the meaning of actions taken in the situation.

3. Consider the norms governing the particular situation.

4. Gain an understanding of one's own needs in the situation.

5. Consider ways to satisfy one's own desires in the situation (Morgaine, 1989).

The Directed Activities which follow are designed to aid students in understanding the practical reasoning process and the terminology used in the Oregon Model. When students have attained the Learner Outcomes in this unit, it will assist them in accomplishing the Learner Outcomes for other concepts (units) covered in this Model.

TEACHER PREPARATION:

1. **Think about your experiences as a student. How have you been taught? How often were you taught with the "banking" method of education?**
2. **Think about your own teaching styles. How do you teach? Do you use the "banking method" more than you want to?**
3. **Recall your initial experiences with the practical reasoning approach. How might you use those experiences to help teach your own students about it? How might you adapt this lesson to accomplish that purpose?**

DIRECTED ACTIVITIES:

Supporting Concept A: Technical vs. Practical Reasoning Approach

1. Help students think about the style of teaching their teachers have used by asking questions:

-How were you taught?
-What methods did your teachers use?
-Who determined what they taught?
-How much influence have you had on what you were taught?
-What factors have influenced the way they teach/taught you?
-What were/are their needs in fulfilling their role?
-Are there other ways that might be used?
-What might be some consequences or results if those ways are chosen?
-What is the end goal of all teachers — what do they want to happen?

Supporting Concept B: Rationale/Purpose

2. Using a transparency master, poster or chalkboard, explain the practical reasoning process by drawing symbols to represent the process as you talk about it. See example SM-1. (In the instructions that follow, the message to be given by the teacher is written with quotation marks around it. While talking, the teacher should draw the symbols which go along with the message. The instructions for drawing the symbols follow the message and are included in parenthesis.)

   "Practical reasoning helps us decide what is best to do about a problem which affects the well-being of ourselves, others and families. People must be able to communicate freely with each other and a trusting atmosphere is important for this to be effective." (While talking, begin drawing symbols: In a circle, draw circles to represent people. Add some faces and hair. Connect the shapes with arrows to illustrate people interacting and communicating with each other. Write **COMMUNICATE AND TRUST** in the middle.)

   "In practical reasoning, the decision makers (you, your family, your community) consider various areas for solving the 'what to do about...' problems. These include:

   1. Alternative Approaches to solve the problem,
   2. Consequences of Actions taken,
   3. Awareness of the Context affecting the problem,
   4. Desired Results for everyone involved."

   (Write *Alternative Approaches, Consequences of Action, Desired Results, and Awareness of Context* to the side.) Discuss what these terms mean, using information given on SM-2, "Practical Reasoning Process." SM-2 could also be used as a overhead or as a student handout.

   Return to the diagram with faces on it. Complete explanation of practical reasoning process. "Throughout the process of gathering and sharing information, we are constantly interacting with each other, our thoughts and our actions. Usually, we are not aware that we are considering all the information needed (alternative approaches, possible consequences, desired results and context) in order to make the best decision possible." (Point to the terms on diagram.)

   "This interaction, communication, action and thinking process comprises practical reasoning. Becoming skilled in using these processes can help us make decisions we can be proud of — both now and in the future." (Write *Practical Reasoning* on diagram.)

Supporting Concept C: Practical Reasoning Process

3. To help students understand the four components of practical reasoning, choose a practical "problem" as a class. (For example, "What do we do about alternate child care for young children of parents who are not at home?")

   In groups of three to four, have students make a list of the *Desired Results* or the ideal situation. (For example, using the above question, ask "What are the desired results regarding alternate child care for children? For parents?" Examples could be: safe, healthy environment, happy children, available when parent needs them, etc.) After several minutes, have the group come together to share ideas from smaller groups. Ask the following questions: Are these (is this) true for all individuals or families and across cultures? Are they defensible or correct or justifiable?

   Again in smaller groups, have students make a list of some influences on the situation *(Awareness of Context)* which might help in the decision-making process. (For example, "What are some factors in society that affect alternative child care? In the family? Why do parents use child care? What are circumstances in __________(name town) which affect our available choices for child care? Why do parents choose one type of care over another? Examples given might include: availability of day care centers in the community, parent's attitudes regarding day care centers, etc.) In the larger group, share ideas from smaller groups. Discuss with the following questions: Where do our ideas come from? What traditions or assumptions seem to influence our thinking about this problem? How do different individuals and families experience this problem?"

In small groups, have students list *Alternative Approaches* to the problem. (Using the example, "What are some solutions to alternative child care? What are ways you have been cared for while growing up? What are some ways children can be cared for while parents are away?" Examples given might include: day care centers, neighbor who takes children in, self-care, etc.) After several minutes, come together and share ideas in the large group.

In small groups again, have students list *Consequences of Action*. ("What are the real outcomes from each of these alternative solutions? What may be the short-term and the long-term consequences of each of these approaches to children? To parents? To society?) Share ideas in the large group, putting student's ideas on transparency or board. Stress that the process and openness in discussion is more important than "right answers."

4. To give students more "practice," have them work in new groups of four to five and go through the process again, using a different problem and method.

   a. For middle school students, have them select a problem from "Sticky Situations" (SM-3).

   b. For high school students, have the entire class list on the board some problems families face (teen suicide, teen pregnancy, child abuse, bankruptcy, etc.) Or make a list of problems parents may face with a child under five years of age (bed wetting, temper tantrums, etc.) Have groups select a problem to address. [An alternative activity would be to have the entire class select the same problem.]

   Give each group butcher paper and magic markers. Have them write their problem at the top and work through the four components in sections on their paper. When finished, if the groups worked on different problems, have them make presentations on their work. If the entire class worked on the same problem, use their work as a basis for class discussion in each group of the four areas. [An alternate to using butcher paper would be to have groups work on the "Think Sheet," and then as they share, complete a "Think Sheet" on an overhead transparency.]

5. Have each student go through the practical reasoning process individually by completing SM-4, "Practical Reasoning Think-Sheet for Middle School" or SM-5, "Practical Reasoning for High School." [SM-6, "Practical Reasoning Think-Sheet #3" could be used as an alternate or in addition to SM-4 or SM-5. Remind students that when they identify consequences, they should refer to the consequences of each alternative approach. The "Think-Sheets" could also be used as a homework assignment or quiz at the end of the unit.]

6. Review the practical reasoning process in class discussion or in writing.

   -How is practical reasoning different from the "banking" method?
   -What are some advantages and disadvantages of each?
   -What does practical reasoning involve?
   -Where does it begin?
   -In what situations in life might you use it?

RESOURCES:

Books and Periodicals:

Global Connections: Development Education for the American Teenager Through Home Economics. (1988). Washington DC: American Home Economics Association.

Morgaine, C. (1989). "Guidelines for peeling back the layers." Unpublished paper.

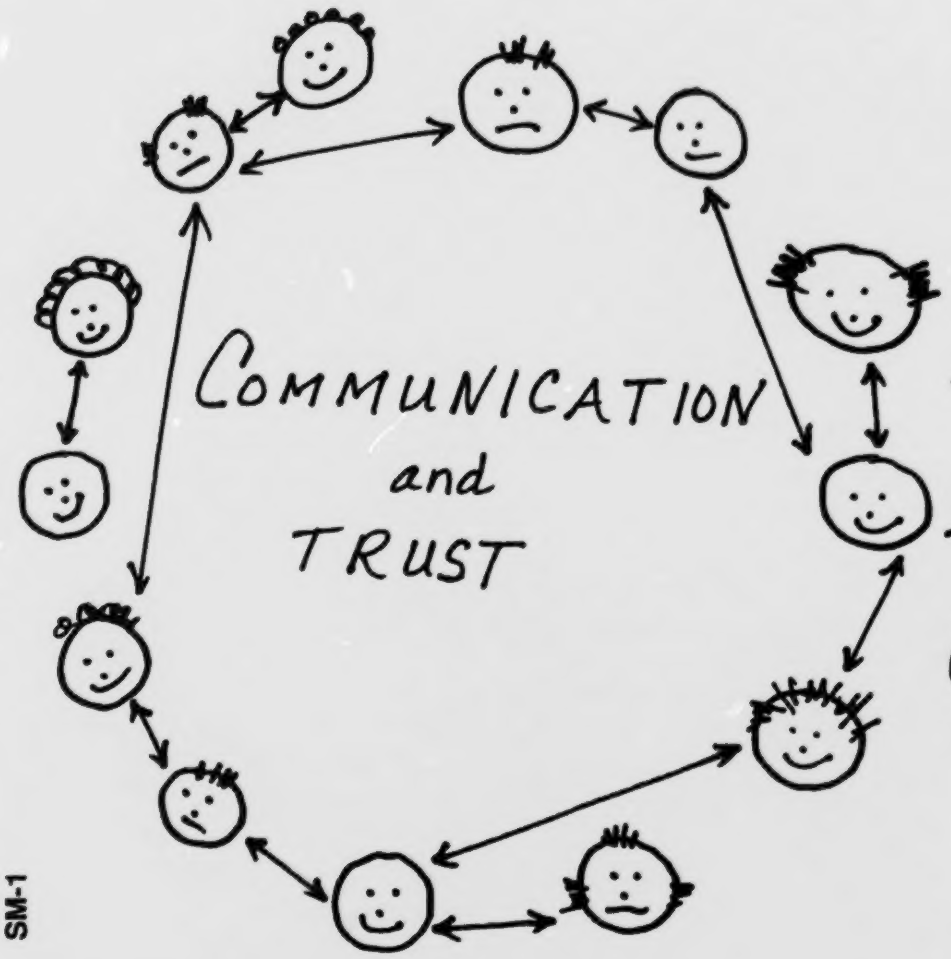
Choices. (1988, September; 1989 January, March and April). New York: Scholarship, Inc.

Curriculum Guides:

Ohio Vocational Consume Homemaking Curriculum Guide. (1983). Columbus, OH: Ohio Department of Education, Division of Vocational Education.

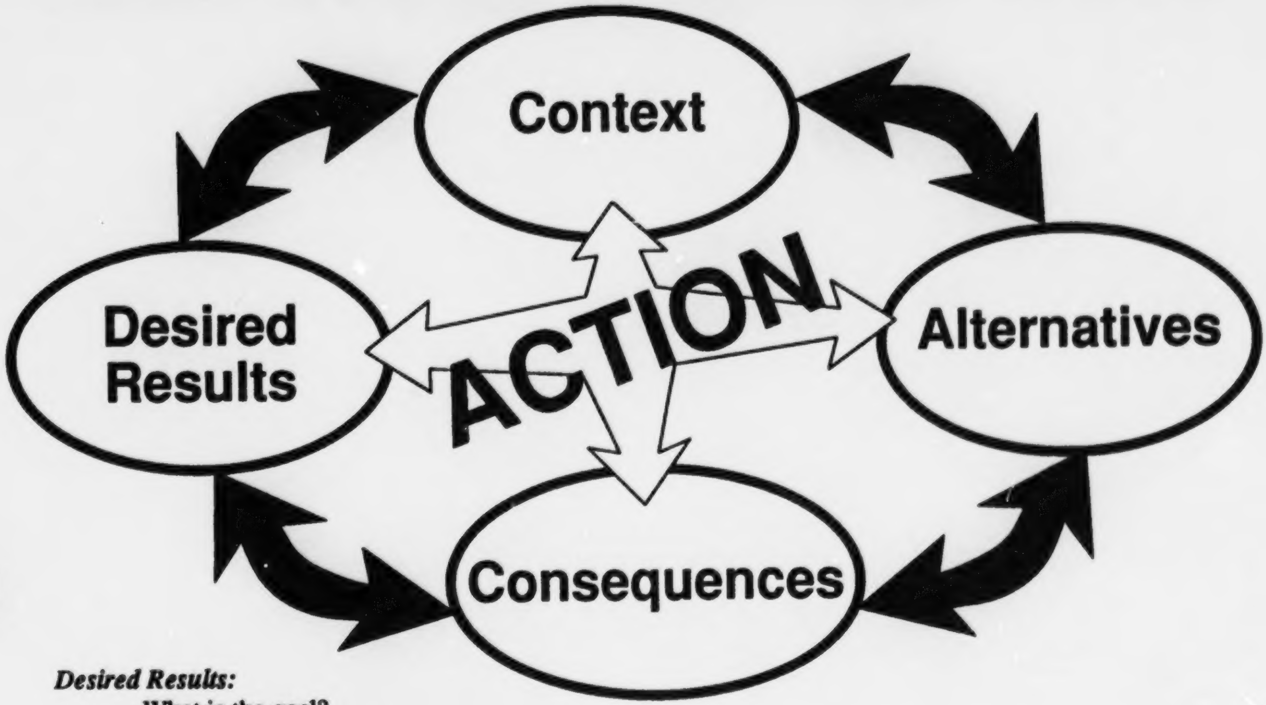
Oregon State University. (1990). *Oregon parenthood education curriculum model.* Salem, OR: Oregon Department of Education.

PRACTICAL REASONING


COMMUNICATION
and
TRUST

Desired Results
Awareness of Context
Alternative Approaches
Consequences of Action

Practical Reasoning Process



Desired Results:

What is the goal?
What is the ideal situation or outcome?
What ought to be?
What should be?

Awareness of Context:

What's going on - in the family and/or in society that affects this situation or the goal?
What has happened in the past in the family and/or in society that affects this situation or the goal?
Who are the people involved?
What are some problems?
What kind of information needs to be considered to reach the goal?
How reliable is the information?
What questions would you need to ask?

Alternative Approaches:

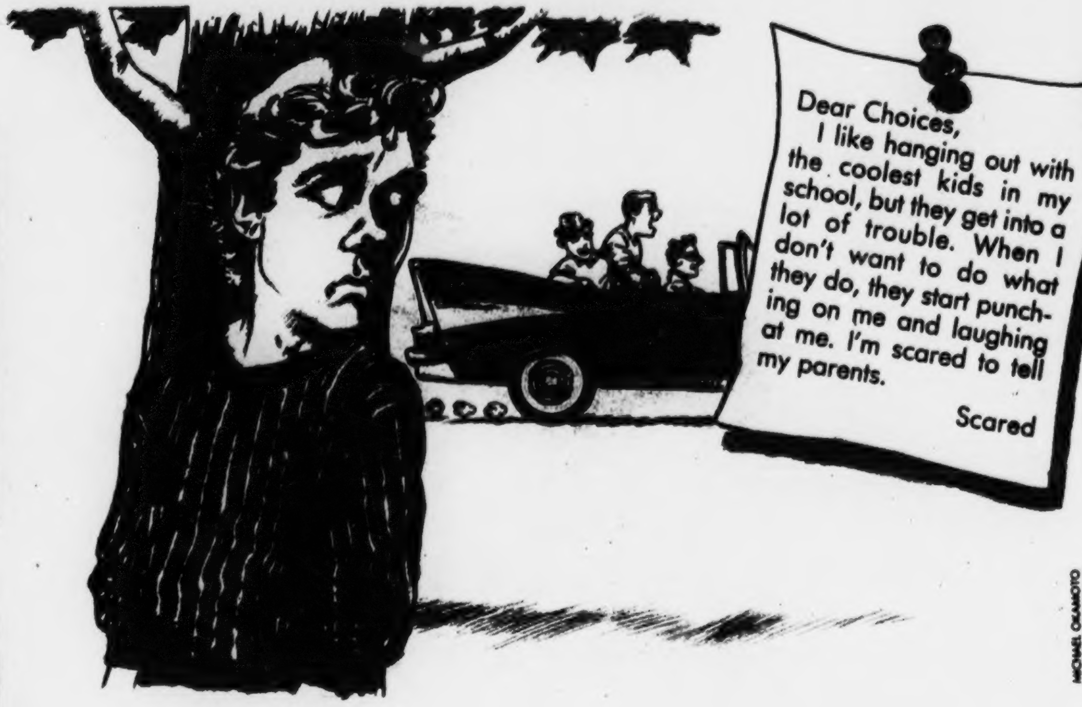
What are possible ways to reach the goal?
What are some possible solutions?

Consequences of Action:

What happens if I act this way?
What are the positive and negative consequences of each of these alternative solutions?
What affect do the consequences have on me? On my family? On my community? On the world?
What if everyone made this choice?

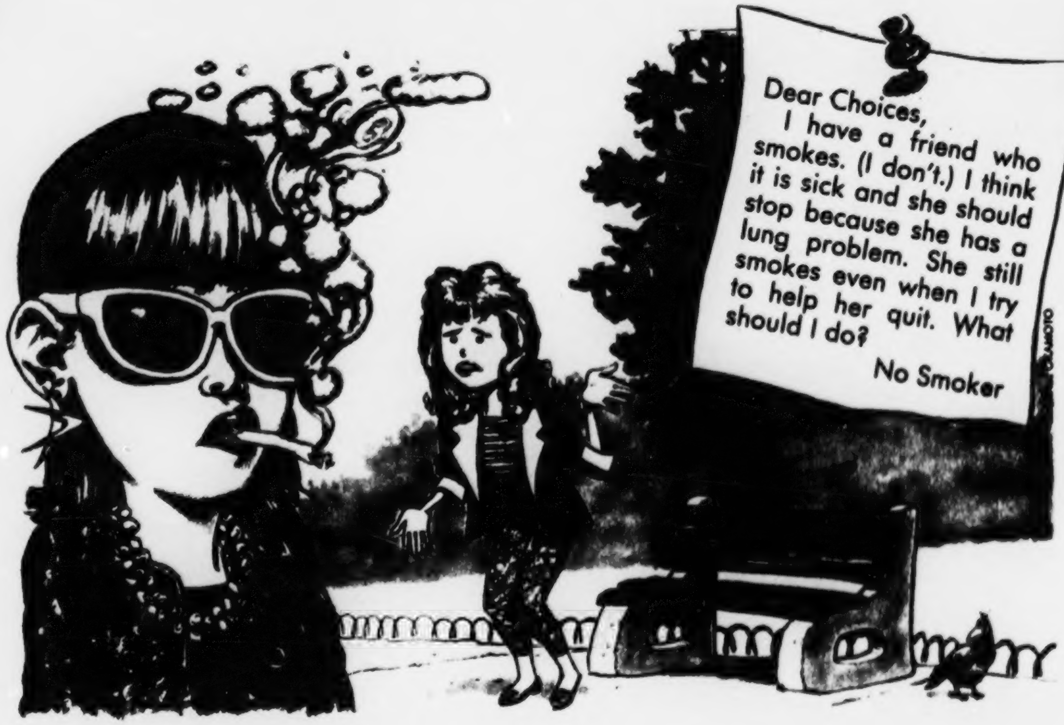
SM-3A

STICKY SITUATION STICKY SITUATION



Dear Choices,
I like hanging out with the coolest kids in my school, but they get into a lot of trouble. When I don't want to do what they do, they start punching on me and laughing at me. I'm scared to tell my parents.

Scared



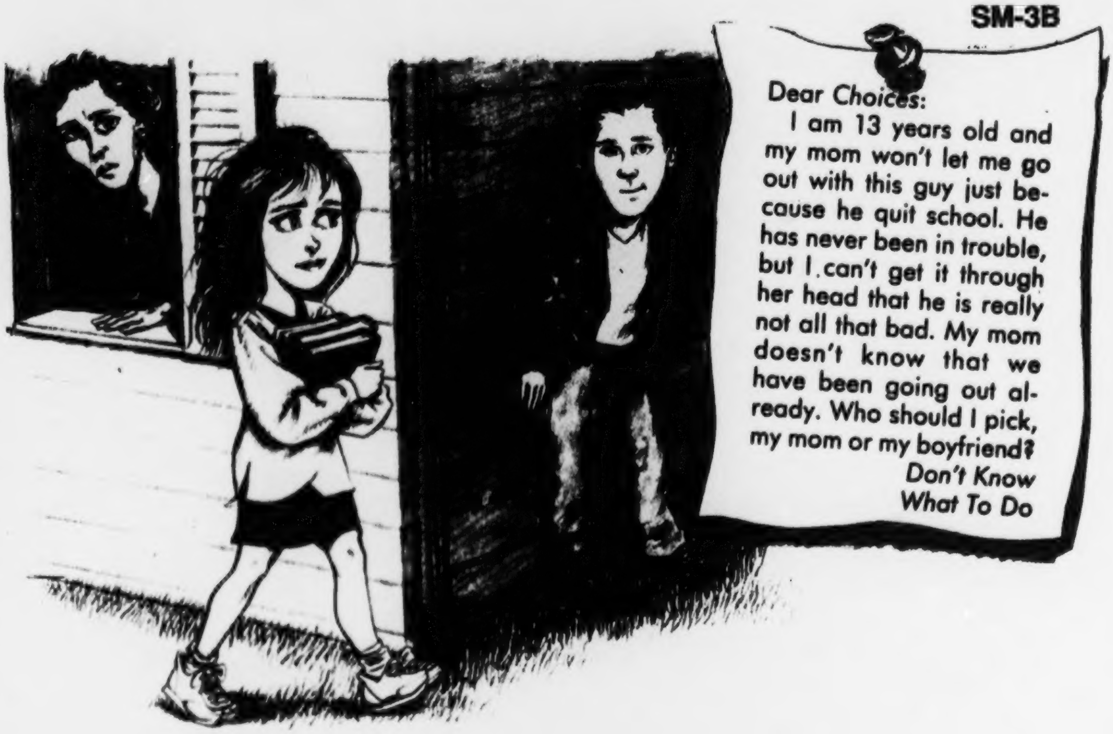
Dear Choices,
I have a friend who smokes. (I don't.) I think it is sick and she should stop because she has a lung problem. She still smokes even when I try to help her quit. What should I do?

No Smoker

Reprinted by permission from Scholarship, Inc. Choices. September 1988; January, March, and April 1989.

SM-3B

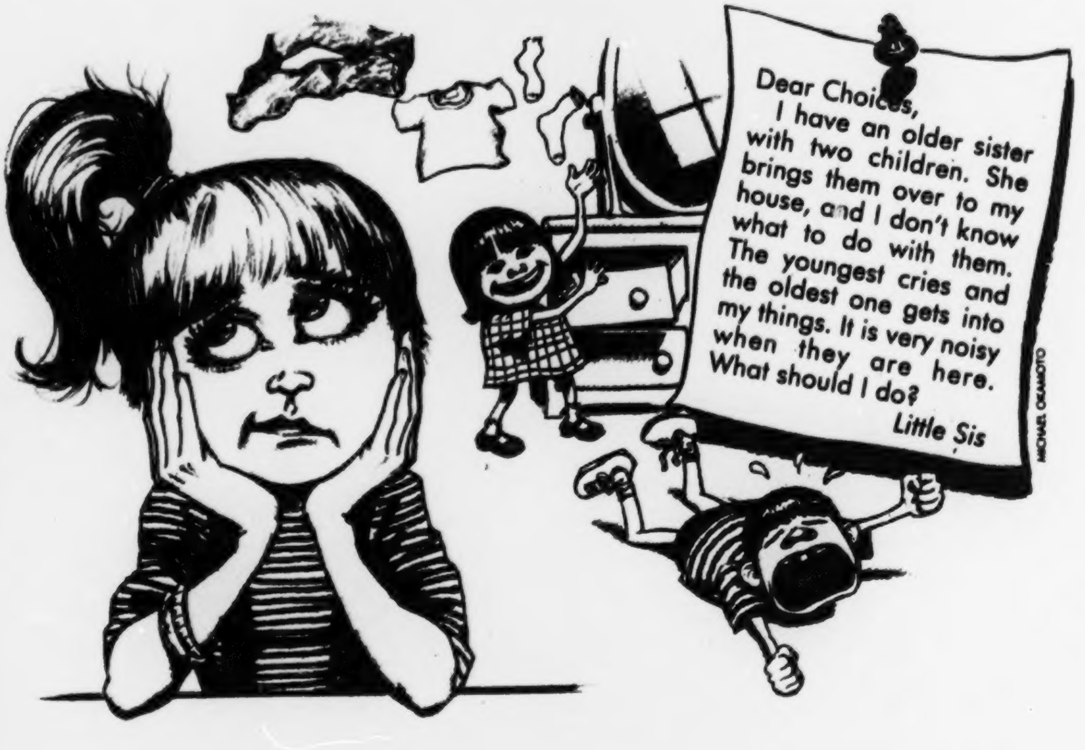
STICKY SITUATION • STICKY SITUATION •



Dear Choices:

I am 13 years old and my mom won't let me go out with this guy just because he quit school. He has never been in trouble, but I can't get it through her head that he is really not all that bad. My mom doesn't know that we have been going out already. Who should I pick, my mom or my boyfriend?

Don't Know What To Do



Dear Choices,

I have an older sister with two children. She brings them over to my house, and I don't know what to do with them. The youngest cries and the oldest one gets into my things. It is very noisy when they are here. What should I do?

Little Sis

PRACTICAL REASONING THINK-SHEET
For Middle School

1. Identify a ***PROBLEM***.

2. What is the goal or the ideal outcome?

3. What kind of information needs to be considered to reach the goal? (What's going on in families and society now or in the past, who are the people involved, what information needs to be considered, etc.?)

4. What are possible ways/solutions to reach the goal?

5. What are the positive and negative consequences if I act this way?

6. What effect do the consequences have on:
   a. Me?
   b. My family?
   c. My community?
   d. My country?
   e. The world?

7. What if everyone made this choice?

SM-5

PRACTICAL REASONING THINK-SHEET
For High School

Identify a ***PROBLEM.***

Suggest ***ALTERNATIVE APPROACHES*** and ***CONSEQUENCES.***

Alternative Approaches	**Consequences**
a.	a. b.
b.	a. b.
c.	a. b.
d.	a. b.
e.	a. b.

Identify some ***DESIRED RESULTS.***

a.

b.

c.

Gather information to become aware of the ***CONTEXT.*** Identify some influences on the situation.

a.

b.

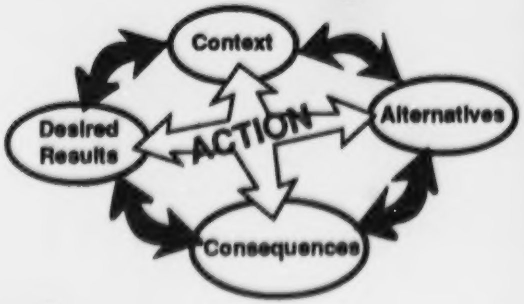
c.

d.

TAKE ACTION!

(These can be completed in any order.)

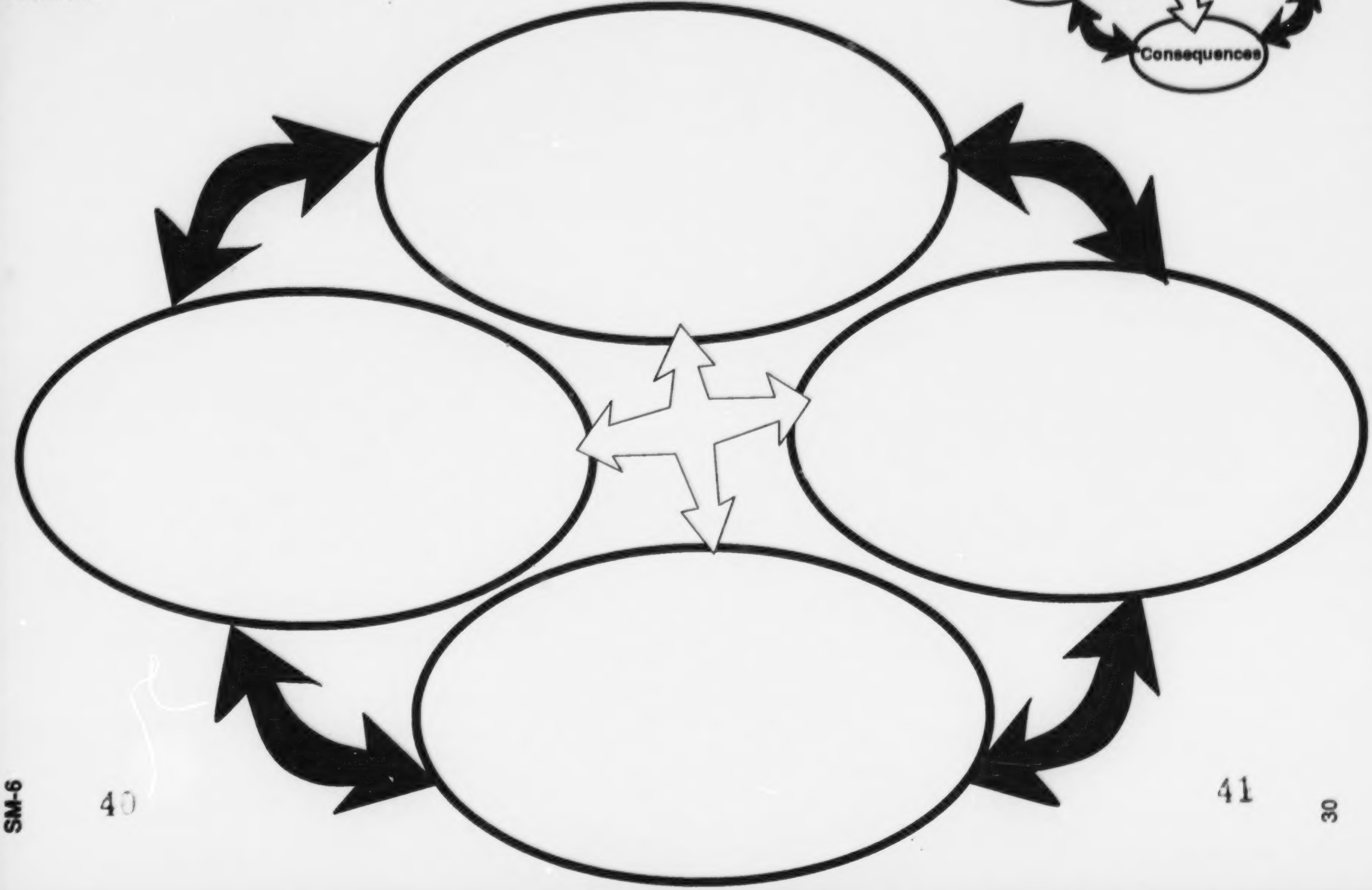
Adapted from "Practical Reasoning Think Sheet", ***Ohio Vocational Consumer/Homemaking Curriculum Guide*** (1983).


Context
Alternatives
Desired Results
ACTION
Consequences

PRACTICAL REASONING THINK-SHEET #3

Name ______________________________

Problem:



MIDDLE SCHOOL/JUNIOR HIGH
Self-Development and Caregiving Concerns

1. **Developing Self-Awareness and Self-Acceptance**
2. **Developing Interpersonal Relationships**
3. **Exploring Interaction of Work and Family**
4. **Promoting and Developing Caregiving Skills**

1. Developing Self-Awareness and Self-Acceptance

- Identifying and Accepting One's Uniqueness.......................................pg 31

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN RELATED TO SELF-DEVELOPMENT AND CAREGIVING:

Developing Self-Awareness and Self-Acceptance.

RELATED CONCERN:

Identifying and Accepting One's Uniqueness.

DESIRED RESULTS FOR LEARNERS:

The student will recognize ways of identifying and accepting one's uniqueness.

LEARNER OUTCOMES: Students will:

1. Consider the desired results of accepting their uniqueness.
2. Realize the consequences of action for the various ways of affirming and accepting their uniqueness.
3. Become aware of the context of uniqueness within themselves.
4. Contemplate the alternative approaches to achieving an ideal self-esteem.

SUPPORTING CONCEPTS:

A. The awareness of uniqueness

B. Positive self-esteem

C. Negative self-esteem

D. Ideal self-esteem

BACKGROUND INFORMATION:

Think about all the components that make up a person. There are physical characteristics which affect the "self" on the outside. These include weight, height, body frame size, coloring, hair type, etc. There are other characteristics which affect the "self" on the inside. These include likes and dislikes, thoughts, relationships, and self-awareness (Plefka and Jamroz, 1982).

Self-concept is our impression, opinion, or viewpoint of ourself. It is the thoughts, feelings, yearnings, strengths, and shortcomings that make us unique. It is all the components that form our personality and self-image. It develops our sense of identity and self-esteem. In other words, it is all of the complex set of concepts about oneself - our total sense of self.

High self-esteem is a quiet sense of self-respect and a feeling of self-worth. A person's level of self-esteem influences the kinds of friends one chooses, how one gets along with others, the kind of person one marries and how productive one will be. Self-esteem affects creativity, integrity, stability, and whether one is a leader or a follower.

Strong self-respect is based on two convictions "I am lovable" and "I am worthwhile." Each child, though unique, has the same psychological needs in order to feel lovable and worthy.

Self-esteem comes from the quality of the relationships that exists between the child and those who play a significant role in his or her life. Humans value themselves to the degree that they have been valued. One of Ashleigh Brilliant's "pot shots" reads, "Nobody has ever loved me the way I really think everybody should love me" (Brilliant, 1981).

Reaffirmation of our self-esteem is a life-long process. Children must get constant affirming of themselves from their caregivers; adults with a strong sense of themselves can reaffirm their own self-esteem through themselves, work, friends, family, etc.

Social interaction is a very important part of self-esteem formation. Every child seeks a self picture that is capable and strong. If that is the self-picture created, the behavior of the child will match the self-image. Self-esteem lies behind successful involvement with others. Other people mirror acceptance or rejection and social interaction provides the conduit.

The benign cycle is positive. The child feels deeply loved and valued by his family. This assurance allows the child to react to others in a peaceful and non-defensive way. The child will make and keep friends easily. This positive cycle allows him or her to relax and work up to full capacity in school. The cycle for this child is of a widening positive nature, so their self-esteem grows and grows (Briggs, 1975).

Children who have a poor self-concept may erect defenses, submit to feelings of inadequacy and with-draw by retreating into fantasies that block out the rejections they suffer. Each of these carries a "price tag that diminishes the fullness of living" (Briggs, 1975).

Usually, the worse the child's behavior (withdrawn or obnoxious) the greater his or her need for approval, love, and acceptance. These defenses make it less likely that they will receive lots of acceptance from others, which keeps them in a perpetual negative cycle.

Our "ideal self" is the individual we are striving to become. It includes our positive and negative self-images and considers the goals we are striving towards. The bonus of self-esteem is that life's positives are more available. Life's positives have been identified by Dorothy Briggs (1975) as:

1. Inner confidence
2. A sense of purpose and involvement
3. Meaningful, constructive relationships with others
4. Success at school and in work
5. Happiness (the most important of them all)

Building self-esteem is an important process. The first step is to accept and appreciate your own uniqueness. There are some things that can be changed and other things that can not. Self-esteem can be increased when one takes pride in accomplishments, focuses on skills and talents, learns from mistakes, and develops a positive attitude. People who accept their uniqueness get along better with others, feel a sense of control over their lives and are more comfortable with the physical and emotional changes of life (Kelly and Eubanks, 1988).

DIRECTED ACTIVITIES:

Supporting Concept A: The Awareness of Uniqueness

1. **"Self Portrait":** Ask the class, "Who is the 'real' you?" Assign each student to make a self-portrait describing themselves from the inside out. The teacher should share a sample self-portrait to give the students an idea of where to get started. They could choose from the following ideas or come up with one of their own.

   A. "Student Silhouette." See SM-1 for instructions.

   B. Using a paper bag, ask students to use pictures, words, poems, etc., to describe various aspects of themselves. They should paste those items which reflect their outside self (how they think others see them) on the outside of the bag and choose items which reflect their inner self to put inside the bag.

   C. Have various supplies available such as crayons, paints, magazines, etc., and ask students to create a collage which reflects both their outside and their inside self.

   -What are your interests, hobbies, and talents?
   -What are your likes and dislikes?
   -What do you value most?

   After all students are finished, ask them to sit in a circle. As a way to get all of them to talk about their self-portrait, toss a rubber ball to one student who then can share about their self-portrait.

TEACHER PREPARATION

1. Think about how your self-esteem began and how it has fluctuated in your life. What caused your self-esteem to change? What was your self-esteem like in middle school? From your adult perspective, what factors can affect your self-esteem the most? Are all people affected the same?

2. Think of the students in your class. What things are happening in their lives that can affect their self-esteem? What role do you, the teacher, play in causing their self esteem to fluctuate?

Ask that student to toss the ball to another student to speak. Continue until all have shared.

After everyone has shared, discuss the activity by asking questions such as:

- Why should we care about ourselves?
- Is understanding ourselves sometimes a problem?
- Do other people worry about who they are as individuals, or are we the only ones?
- What questions do you have about understanding yourself or identifying your individual uniqueness?
- What personal factors (goals, values, resources, skills, knowledge) affect your uniqueness?
- What environmental factors (family, community, school, relationships with peers, cultural customs) affect your uniqueness?
- What was the most helpful thing you learned about your individuality? *(Desired Results, Consequences of Actions, Awareness of Context, Alternative Means)*

2. **"Significant Other":** Follow up the self-portrait activity with a "significant other" activity.

Ask the students to think about, "What do the important people in your life want you to be?" Hand out one or two copies of SM-2, "Significant Other Silhouettes" to each student. Ask them to write the names of their most important significant others (mom, dad, brother, teacher, friend, etc.) at the top of each silhouettte figure and follow directions on the handout. When students are finished, discuss in small groups:

- How do these expectations affect you negatively? Positively?
- What are some reasons these people have the expectations they do? *(Awareness of Context, Desired Results, Consequences of Action)*

3. **"Self-Concept and Physical Appearance":**

- What messages do you get when you look at billboards or magazine ads? Have students go through magazines, select advertisements, (or pre-select some yourself) and then answer the following questions:

- Who decides what a man or woman should be?
- What if a man or woman is not like what the magazine ads suggest?
- How does it feel to be lacking in the things that the magazine ads say are necessary?

Brief scenes from movies can be used to bring students an awareness of the societal influences with which they live. *Johnny Lingo* (Brigham Young University) or *The Jamie Fort Story* (Disney Productions) demonstrate powerful examples of how a person's self-concept affects their physical appearance. *Pretty in Pink* and *Can't Buy Me Love* are both available at local video rentals and would provide a springboard for discussion. *(Awareness of Context)*

Read the story *Is She Your Sister* on SM-3 and discuss how the story relates to self-concept and being an adolescent.

- How did Janet feel about Shannon?
- Have you ever felt envious of someone?
- What does society say about beauty?
- How does the story relate to being an adolescent?
- What is the underlying message in this story? *(Awareness of Context, Desired Results)*

Supporting Concepts B, C, and D: Positive and Negative Self-Esteem and Ideal Self

4. **"Define Self-Concept":** To develop student's understanding of self-concept, use SM-4, "Components of Self-Concept" as a transparency as you discuss the various aspects of self-concept (see Background Information). Follow this discussion by showing one of the following videos: "Me Power: Building Self-Confidence," "Self-Esteem," (from the Power of Choice Series), or "Who Am I?: Looking at Self-Concept." After viewing the video, follow up with questions which get at the underlying issues from the accompanying study guides. Try to look for *Alternative Approaches, Consequences of Action, and Desired Results.*

Have students reflect in writing:

A. How might your self-concept influence what you plan to do or become in the future?

B. What does this tell you about the importance of learning about self-concept and how to promote it? *(Consequences of Action, De-*

sired Results)

5. **"Self-Esteem":** Display SM-5, "People Power in Self-Concept" and ask the students to think about these questions:

   -When did this happen to you?
   -When did you do this to someone else?

   Ask your students to read the story of Dennis and Latisha (SM-6). Have them make a chart with factors over which Dennis had control on one side of the chart and factors over which he did not have control on the other side of the chart. Do the same for Latisha.

   -How much control do we have over our self-esteem?
   -How much control do others have over our self-esteem?
   -How can we affect the self-esteem of others?
   -Why do we do some things that will cause us to feel badly about ourselves? (Such as not doing homework when we know we will be uncomfortable in class.)
   -What is the relationship between attitude and self-esteem? *(Awareness of Context, Alternative Approaches, Desired Results, Consequences of Action)*

6. **"Alexander":** Read the story "Alexander and the Terrible, Horrible, No-Good, Very Bad Day" (Viorst, 1972) aloud to the students. [If you have several Spanish speaking students in the class, you could ask one of them to read the Spanish version.]

   After you read the story to the students, it is suggested you go back and ask the same questions again which are used in Directed Activity 5 previous. After discussing these questions, ask the students to write a short story on "My Idea of a Perfect Day" and/or "A Day that was Terrible and Horrible." Choose a few to share with the entire class. *(Consequences of Action, Alternative Approaches)*

7. **"Wrap-Up Assignment":** Use SM-6, "Practical Reasoning Think Sheet Three" from the unit on "How to Introduce Practical Reasoning to Students" to brainstorm how to achieve a postive self-concept. Ask each student to write down one or two goals which would help them achieve a more positive self-concept. *(Awareness of Context, Alternative Approaches, Desired Results, Consequences of Action)*

RESOURCES

Books and Periodicals:

Bregman, M. (1988, September). "Self-concept, say yes to you!" *Choices,* p. 4-7.

Briggs, D.C. (1975). *Your child's self-esteem.* Garden City, NY: Doubleday and Company, Inc.

Brilliant, A. (1981). *Appreciate me now and avoid the rush.* Santa Barbara, CA: Woodbridge Press Publishing Company.

Kelly, J. Eubanks E. (1988). *Todays teen.* Peoria, IL: Glencoe.

Plefka, C.S. and Jamroz, D. (1982) *Yourself from the inside out.* Jenkintown, PA: EDN Corporation.

Viorst, J. (1972). *Alexander and the terrible, horrible, no good, very bad day.* New York: Aladdin Books.

Viorst, J. (1972). *Alexandar y el Dia Terrible, Horrible, Espantoso Horroso.* (Spanish Edition.)

Curriculum Guides:

University of Northern Colorado (1984). *Colorado prevocational home economics middle/junior high school curriculum*. Greeley, CO.

Granite School District Family Life Units (1980). *Is she your sister?* Salt Lake City, UT.

Minnesota Department of Education (1987). *Understanding and promoting self-concept*. Saint Paul, MN.

Ohio Department of Education (1983). *What to do regarding nurturing human development*. Columbus, OH.

Oregon State University College of Home Economics (1987). *Middle school/junior high home economics*. Corvallis, OR.

Films, Filmstrips, and Videos:

Can't buy me love [Film]. Burbank, CA: Apollo Pictures, A Mount Company.

Brigham Young University (1969). *Johny Lingo* [Film]. Provo, UT: Department of Motion PictureProductions.

(1983). *Me power: Building self-confidence* [Film]. Pleasantville, N.Y.: Sunburst.

(1986). *Pretty in pink* [Film]. Hollywood: Paramount Pictures.

(1988). *Self-esteem* [Film]. (From the *Power of Choice* series.) Costa Mesa, CA: Teaching Aids, Inc.

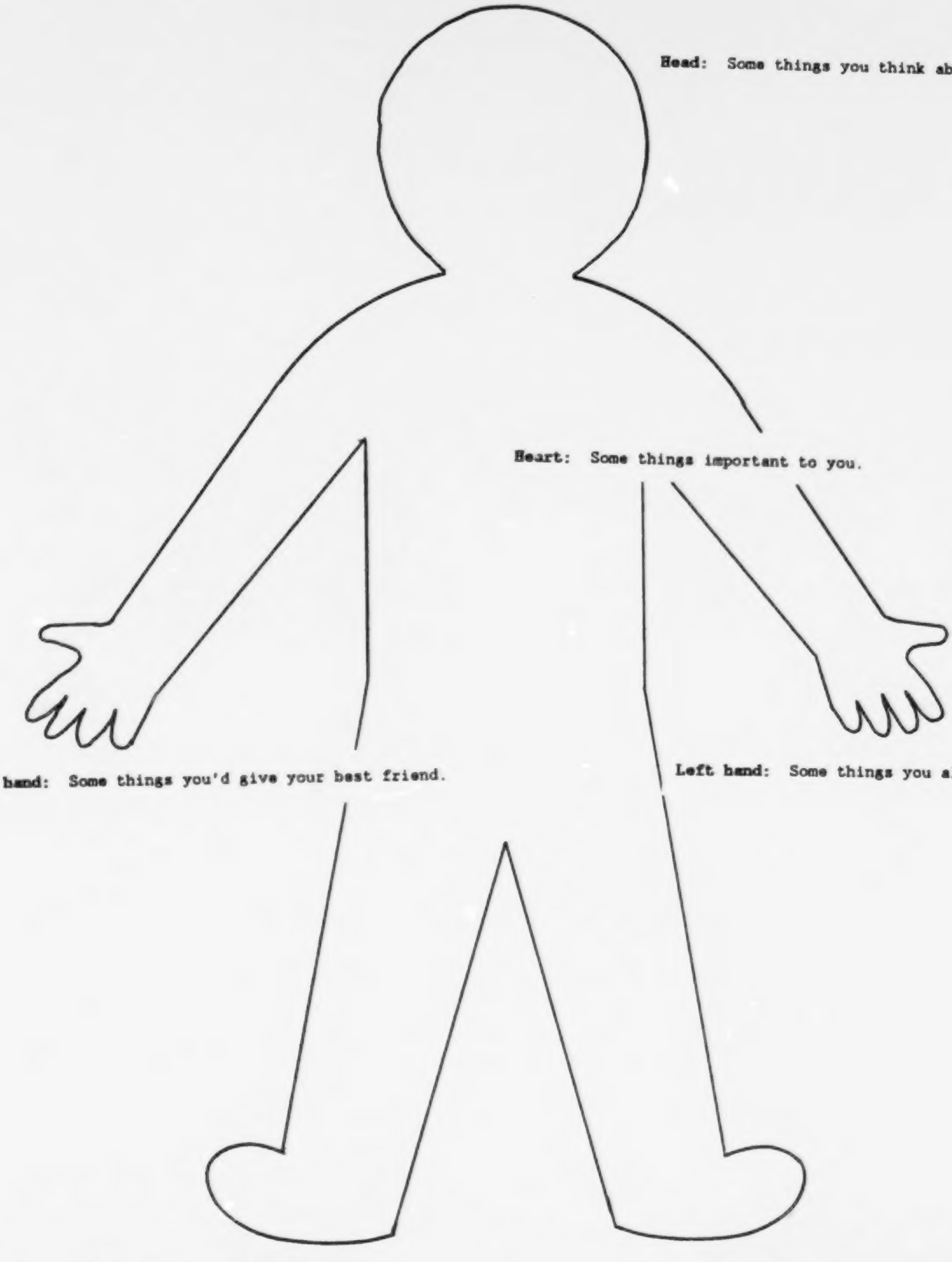
(1988). *The Jamie Fort story: A film about self-esteem* [Film]. Disney Productions. (Purchase from Coronet Films.)

SM-1

STUDENT SILHOUETTE

Directions: Work in pairs and trace off your form onto butcher paper. Cut it out. Use pictures, words, poems, etc. to describe yourself. What are your interests, hobbies, and talents? What are your likes and dislikes? What do you value most?

Using the silhouette below, follow the suggestions for each area.



Head: Some things you think about a lot.

Heart: Some things important to you.

Right hand: Some things you'd give your best friend.

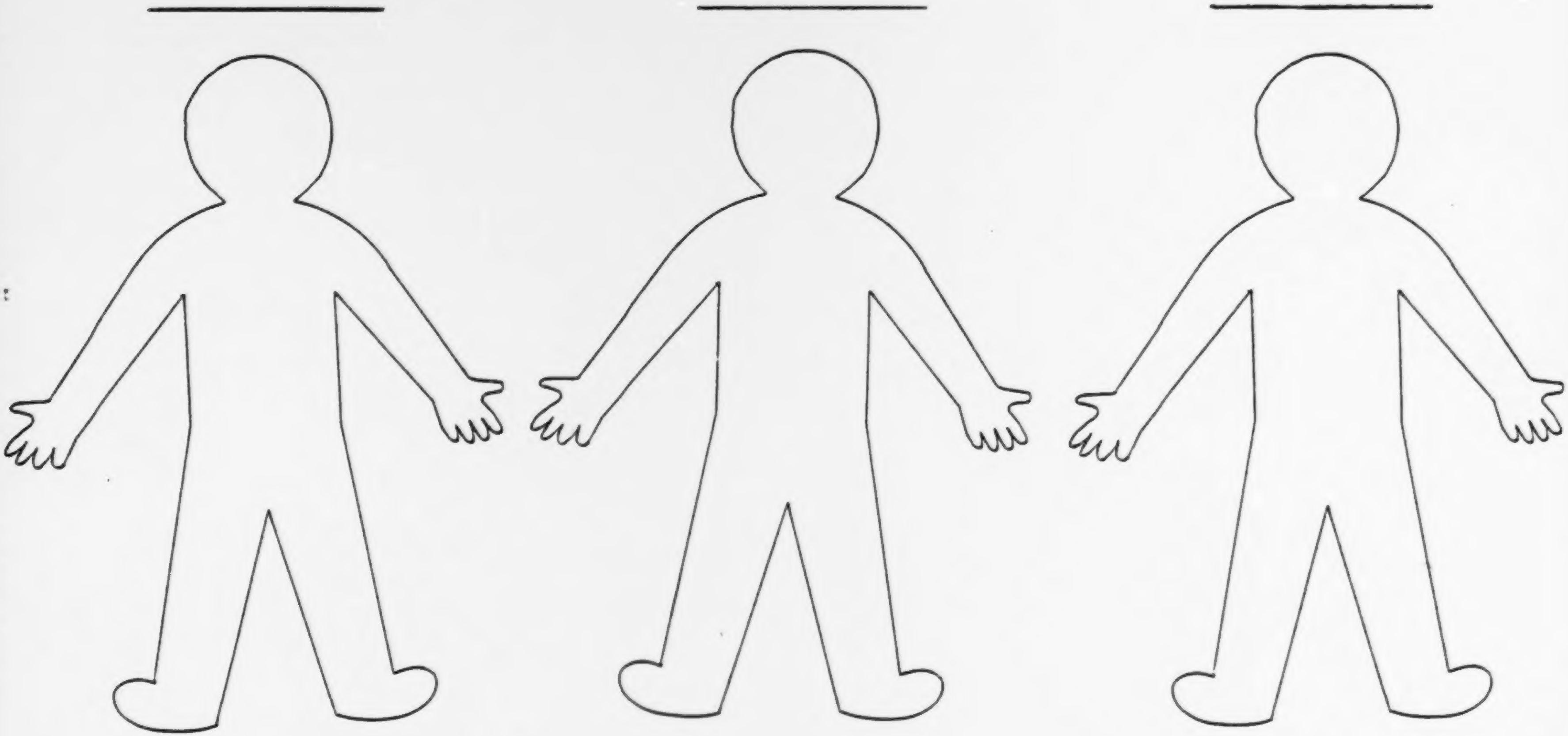
Left hand: Some things you always will believe in.

Right foot: Hobbies & interests

Left foot: Goals

SIGNIFICANT OTHER SILHOUETTES

List inside each silhouette what that person has told you they believe you should be, what that person likes you to do, how they like you to dress and act, what emotions are OK to express with that person, etc.



IS SHE YOUR SISTER?

I knew Shannon couldn't help being talented and intelligent. It wasn't her fault that she always came home with straight A's and that she had a natural talent for music and art. It also wasn't her fault that her hair flowed softly over her shoulders and that she had the long willowy body of a model. But none of these things helped me any.

It was the summer before I was to enter the ninth grade. Every time I looked in the mirror there were more freckles, now they were all over everywhere until they were even on my toes. I was plump and dumpy, and I had hair that would only go the way it wasn't supposed to go. I marveled that our parents' genes could play such a dirty trick. How could one child turn out so lovely, enchanting, and full of grace, and the other turn out to be a homely little 14-year-old nobody?

That summer, things were at an all-time, record-breaking low for me because I was to enter school in September. I wasn't looking forward to it. I begged my parents to let me transfer to another school, but they could see no sense it in. It made perfect sense to me. Shannon had been junior prom queen and secretary of her class and had sung the lead in the big musical just the year before. How could I follow in those footsteps? I also got nauseated at the thought of hearing those words again - the thought of the words I heard all through Everest Elementary and Weston Junior High: "Is Shannon **your** sister?" (With the accent on your.) "Why she's so beautiful, so talented..." (So everything you're not.) I knew I would hear those words dozens of times. They would bring tears of anger to my eyes. Yet how could they help being amazed? It wasn't anyone's fault.

Even though I knew no one was to blame, certainly not Shannon, I took my unhappiness out on her. There are subtle ways to persecute a sister. I knew them all. When she was trying to take a nap, I turned up my radio. When she tried a new recipe, I refused to eat it because it looked "funny." I slipped into the shower just as she was getting ready to take one. I borrowed her shoes without asking. And I hurt her in thousands of more painful psychological ways.

But Shannon never complained. It was always "Good morning, Janet." Her cheerfulness made it worse, and I tried to think of more ways to make her angry. Nothing I did, however, seemed to stir her quiet grace. I guess the worst way I hurt Shannon was when I turned her out of my life. I stopped telling her things, stopped sharing secrets, and stopped listening. When she came into my room just to talk, I would cut her off with "I'm busy right now." She would walk out of my room sadly, and pretty soon she quit coming in. Our communication deteriorated to one and two word sentences. That summer we stopped being close because I wanted it that way.

Then it happened. It was just two weeks before school would start, and I had a date with Robert Bates. It was only the second date I had all summer, and Robert was a pretty super guy. I had no idea why he had lowered himself to asking me out unless it was because we had some fun times during road show rehearsals. I was excited and nervous, but I knew we'd have a good time because we got along pretty well. We doubled with Jill Quigley and John Turnbine and the date turned out to be even more fun than I had anticipated. In fact, I hadn't had so much fun all summer.

Afterwards, we stopped at my house for ice cream, and then we all sang around the piano. Jill could almost play the piano as well as Shannon.

"All I can play is the bass viol," I proclaimed. No one believed me, so I went upstairs to get it. I had taken up the bass viol because I knew Shannon would never try to play one. She wasn't the bass viol type.

The wall between our bedrooms is thin, and I was puzzled to hear Shannon in her room because I knew she had a date with Jack Smithson. I liked Jack because he was nice to me, and anyone that can be nice to his date's little sister is alright. The next thing I heard puzzled me even more. It was the sound of subdued sniffling. Shannon rarely cried. What did she have to cry about? My first reaction was curiosity, but I forced myself not to speak; I didn't even get involved.

Picking up my bass viol, I started towards the stairs. Getting it down the stairs was always the most difficult part. I had gone only a few awkward steps when I heard another sniffle. I wanted to just pretend I hadn't heard, I could just go down the stairs and no would know I had heard Shannon crying, well, except me. I leaned my bass against the wall, walked back to Shannon's door, and knocked.

"You okay?" I didn't get an answer and my duty was done, so I turned back toward the stairs, but there was another sob.

"I know you're in there, now what on earth is the matter?" My voice was icey.

"Nothing, just leave me alone," she squeaked. "Just please, please, leave me alone."

"Well, I'll be back."

I showed the group my bass viol and played for them. I think Robert was impressed even though I made a couple of bad mistakes. It was getting late, however, and everyone was tired, so they left - but I knew Robert would call me again.

When I went back upstairs, Shannon was sitting by herself, by her dressing table, brushing her hair, pretending nothing was wrong. I must say she didn't look beautiful, her skin was blotched and her aristocratic nose was swollen and red.

"What is it? Can I help you?"

"What?"

I guess it was because she looked so pitiful sitting there trying to pretend nothing was wrong. The shock of my concern set her off again; and she began sobbing like smooth, collected Shannon had never sobbed since we were small. It affected me so much that I put my hand on her shoulder and patted it.

"Come on. Come on. Things aren't that bad, are they? Does it have something to do with Jack? You can tell me if you want to. I mean I'd like to hear if you want to tell me."

"You would?" I was ashamed at her amazement.

"Are you sure you don't mind? Oh Janet, I'm so miserable."

"Come on, tell me about it."

She sobbed again, gulped, and got control of herself.

"I've wanted to tell you about Jack. He's all I've been able to think about for weeks. I can't explain what it is about him. He's different from the other boys I've dated. He's good looking and intelligent and a good athlete, but it doesn't seem to affect him. None of that has gone to his head. He's always courteous and kind to people, even little children. Now I'll never see him again."

"What happened?"

"Oh, it was just awful. I couldn't think of anything to say. I was nervous and jittery, and my stomach was all twisted inside. I was a bore. Finally, I asked him to take me home early. I knew he was having a lousy time."

"Oh, come on now, Shannon. It's all your imagination. Things couldn't have been that bad."

"They were, they were." She suddenly began crying again. Then she blurted out some words that took me entirely by surprise.

"And it's your fault!"

"My fault?" I couldn't imagine what she meant. "What do you mean, my fault?"

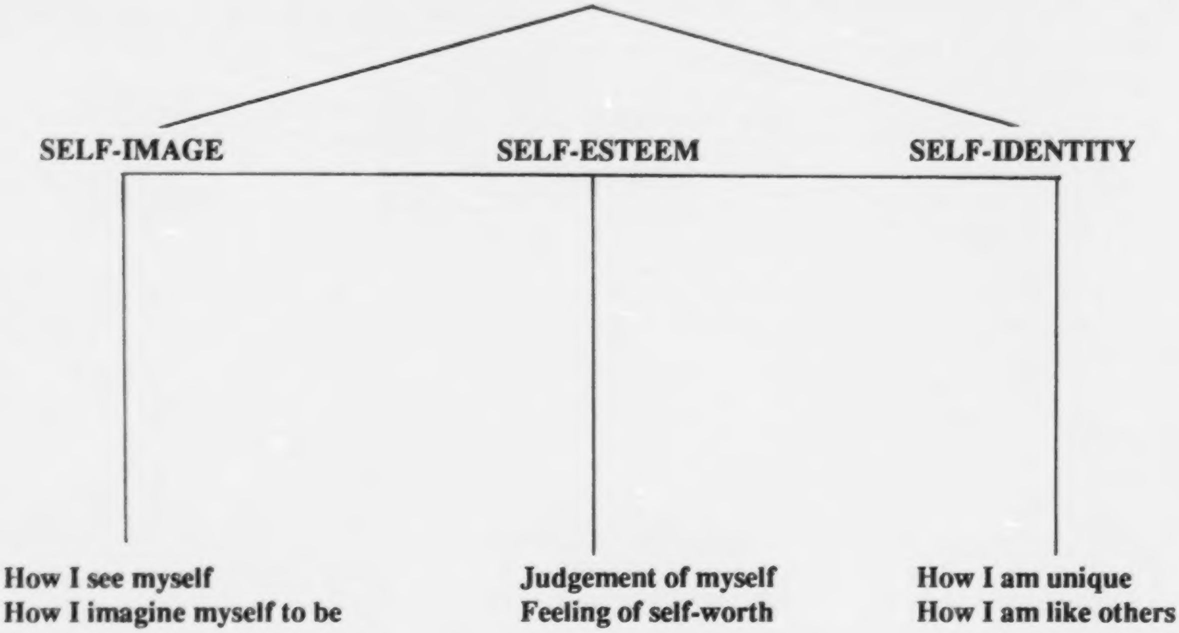
"I guess I might as well tell you what ruined the date. Just as we were going out the door, you had to come in and do one of your cute little routines. You always do that when I go out with someone - come in and show off your personality. Then, on the way out to the car, Jack said, "Wow, your little sister is sure a little firecracker. What a personality!" After that the whole date was ruined. I couldn't think of anything to say. I was like a dead battery. If I could have been like you, he would have liked me. You can always think of funny, witty things to say, and you always remember jokes and sayings. I get sick of people saying, "Is Janet your sister? Why, she's so bubbly and full of energy!" What they are really saying is that I'm a bore."

I was so stunned that I just sat there on the bed in a stupor. "Is she your sister?" I had almost hated her for these words. Then I began laughing, but I was crying at the same time.

Adapted from ***Granite School District Family Life Units*** (1980).

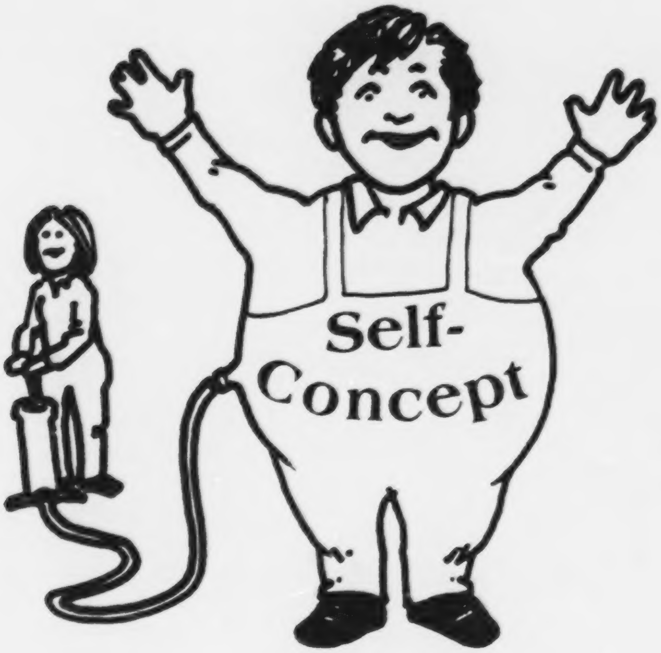
SM-4

COMPONENTS OF SELF-CONCEPT

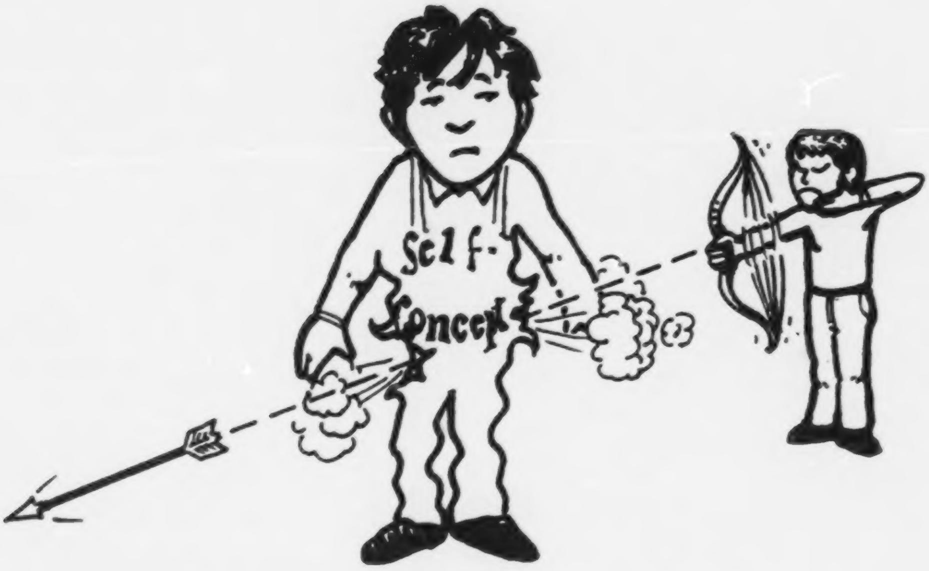

SELF-IMAGE
SELF-ESTEEM
SELF-IDENTITY
How I see myself
How I imagine myself to be
Judgement of myself
Feeling of self-worth
How I am unique
How I am like others

Adapted from Minnesota Department of Education ***Understanding and promoting self-concept curriculum guide*** (1987).

PEOPLE POWER IN SELF-CONCEPT


Self-
Concept

When did this happen to you?


Self-
Concept

When did you do this to someone else?

DENNIS AND LATISHA

A Lesson Plan about Human Behavior, Self-Concept, and Put-Downs

Goals:

1. To establish a need for feeling messages.
2. To establish a need for two-way communication.
3. To establish a need for a good self-concept.
4. To better understand human behavior in order to protect people from hurting unnecessarily.
5. To establish the framework for how to respond to "put-downs" in a productive, positive way.
6. To allow students to analyze some of their own behaviors, and the implications they have on how others see them.

A. ***Set up Dennis*** - his evening and morning - he has had a bad day.

Dennis:

Procrastinates, watches TV, doesn't finish his homework, stays on the phone and doesn't get the chores done, goes to bed late, gets up late, and has to finish his chores and homework in the morning. He's disorganized, so his homework ends up in the trash instead of in his notebook. He is grounded off the phone because he talked too long and was inconsiderate of his parents. He doesn't get a ride to school because he didn't do his chores. He is late to school, and gets a low grade in math because he doesn't have his homework done...etc.

(It is important to remember that Dennis has caused his own problems.)

B. ***How will Dennis act that day?***

Will he walk into class quietly or slam books down?
Will he be friendly to other students?
How does he act in class?
To the teachers he...?
Does he pay attention?

C. ***Conclusion:***

How does he feel inside? Big or little?
How does he act? Mature or immature?

D. ***Set up Latisha.***

Latisha:

Comes home from school and gets right to work on her homework and gets it done. She doesn't tie up the phone too long - she is considerate on her parents. She gets her chores done, and then gets to relax and watch TV. Her mom fixes a good breakfast in the morning. Latisha is up and ready in time to enjoy it. Since she had been considerate on the phone, her folks buy her a phone of her own. Her chores have consistently been completed, so she gets a raise in her allowance. She earns an "A" in math because all her homework has been done. She took a chance and talked to a cute boy yesterday and he said "hello" to her this morning. She also made an extra effort and introduced herself to a new girl yesterday. This morning the girl was really nice to her and maybe she'll get invited to her slumber party this weekend.

(Latisha is in charge of her life and makes the most of it.)

E. ***How will Latisha act that day?***

Is she likely to introduce herself to a new student or ignore her?
Will she do her work?
In class, she'll...?
Is she complimentary to friends, or critical of them?

F. ***Conclusion:***

How does she feel inside? Big or little?
How does she act? Mature or immature?

Possible Answers Generated from Students:

Dennis is likely to:	***Latisha is likely to:***
Be unfriendly	Be friendly
Get in fights	Be complimentary
Disturb the class	Work hard in class
Try for attention	Be truthful
Not do work	Take risks
Start rumors	

G. ***Follow up questions:***

1. Are immature behaviors seen around your school? What does this tell you about how these people feel inside at the time?

2. Why is this information helpful? (If we understand why people behave the way they do, it won't hurt us so much, or damage our self-concept.

3. Why is it important to feel good about yourself? (So you won't act like Dennis and hurt others.)

4. What can Dennis do to get rid of his hurt in a way that doesn't hurt others?

5. If Dennis hurts you, how can you respond?

Adapted from ***Colorado Prevocational Home Economics Middle/Junior High School Curriculum*** (1984).

2. Developing Interpersonal Relationships

- Creating and Nurturing Positive Relationships ....pg 45
- Developing and Maintaining Positive Friendships ....pg 63
- Accepting the Uniqueness of Others ....pg 75

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN RELATED TO SELF-DEVELOPMENT AND CAREGIVING:

Developing Interpersonal Relationships.

RELATED CONCERN:

Creating and Nurturing Positive Relationships.

DESIRED RESULTS FOR LEARNERS:

The student will discover ways of developing positive relationships with others in their life.

LEARNER OUTCOMES: Students will:

1. Examine the importance of how feelings and ideas are expressed to others in their life.
2. Recognize that past experiences influence feelings, patterns of behavior, and skills in establishing and maintaining relationships.
3. Distinguish how different people interpret one's communication and react according to their frame of reference.
4. Choose appropriate ways of communicating one's real feelings to others.
5. Discover negotiating strategies with others.

SUPPORTING CONCEPTS:

A. Definitions and perceptions of interpersonal relationships.

B. Positive relationships:

   1. Trust
   2. Self-awareness
   3. Real feelings

C. Reaction to others:

   1. Previous experience
   2. Personal boundaries
      a. Physical space
      b. Psychological territories

D. Interpersonal communication techniques:

   1. "I" messages
   2. Active listening

BACKGROUND INFORMATION:

Teenagers may turn to hurting themselves when they have problems and pain that they don't know how to communicate to others. They may feel they are worthless or that they are to blame for problems in a family. They may "drop out" emotionally by withdrawing, or physically by running away. They may choose to escape through drugs, alcohol, sex, and/or careless driving or living.

"Good and effective communication centers around highly developed individual awareness and differentiation" according to John Bradshaw in his book ***The Family*** (1988). Self-awareness includes one's perceptions, interpretations, projections, feelings, and desires. By recognizing one's own feelings, the message may be given without blaming or attacking the other person.

Patterns of communication learned from previous generations often use blaming words and put-downs that may be judgmental and inaccurate. Communication differs according to one's culture, gender, age, and individual boundaries.

Personal boundaries include the physical space around someone and the psychological territory of their feelings. Recognizing and being considerate of other's boundaries help "peel back the layers" of defensiveness sometimes found in communication. It is the responsibility of each person to define their territory and communicate these feelings so not to keep others guessing about uncomfortable feelings (Pietsch, 1975).

The avoidance of aggressive language and the stating of one's feelings by use of "I" messages decreases feelings of hostility in others. An "I" message communicates the feeling and needs of the person speaking. For instance, an issue using aggressive language might start with:

"**You** are always late."
"**You** never are on time."
"Why didn't **you** hurry?"

Non-aggressive language might address the issue like this instead: "We planned to leave 15 minutes ago. It makes me nervous when we have to hurry and I feel embarrassed when we have to walk in front of everyone to get to our seat."

Non-aggressive language helps to encourage responsible action and response, yet contains no direct suggestions as to how the other person is to behave. "I" messages consist of:

1. A non-blaming statement of what the behavior is.
2. What the impact of the behavior is on me.
3. My honest and real feelings (Dinkmeyer and McKay, 1982).

"Active listening" is recognizing and acknowledging another's feelings from non-verbal clues which clarify and continue the communication. These non-verbal clues may not match what the person is saying. A good communicator can "peel back the layers" by:

1. Trying to select a time when individual attention can be given to the issue.

2. Describing what happened in specific terms without blaming or attacking an individual.

3. Trying to name the feeling.

4. Asking for a specific change that is reasonable (Getzoff and McClenahan, 1986).

"Some theorists have looked upon good communication in the family as the ground of mental health and bad communications as the mark of dysfunctionality" (Bradshaw, 1988). What happens in the family reaches out to all interpersonal relationships.

(**Note to the teacher:** The chronological age and level of maturity of your students needs to be considered when using this unit. Some of the activities may not be appropriate for 7th grade students and less mature 8th graders. These have been identified, and suggested ommission has been indicated throughout the unit.)

TEACHER PREPARATION:

1. Can you remember a topic of conversation that made you feel uneasy when you were a teenager? Did anyone use blaming messages towards you? How do you respond now to blaming messages? Do you ever blame others?

2. Picture yourself in class as one of your students. What kinds of feelings do you think make them feel uneasy? What kinds of activities will encourage them to improve their communication with others?

DIRECTED ACTIVITIES:

Supporting Concept A: Definitions and Perceptions of Interpersonal Relationships

Introduce the topic of interpersonal relationships by showing the students how an everyday setting points how our interpersonal relationships are directly related to the way we communicate with others in our life.

1. **"Role Play":** To get the class's attention, choose one of the following activities:

   A. Storm into the room and blame the whole class for numerous small things such as how hot the room is, how messy it is, that the plants aren't watered, and that someone took a book off your desk! (Do not address any particular student.) Ask students to think about how they felt.

   -Did they feel like cooperating?
   -Did they feel liked by the teacher? *(Consequences of Action)*

   B. Ask a student to storm into the room, slam the door, drop their books loudly on a table, and complain about how "that stupid sub kept me after class!" Ask students how they felt about that student.

   C. Prearrange for an office aide or secretary to come bursting into the room during class time to fill out a form on the spot. Ask students how they felt about that person.

2. **"Behaviors":** (Omit for 7th graders.) Using the cartoon "Are You A..." (SM-1) of behavior types, point out how each type of behavior becomes a barrier to good communication.

-What are the feelings each of the behavior types are expressing?
-Does the communication match the feeling?
-What feelings do you get from that behavior?
-How is our self-concept directly related to our behavior?
-Why should feelings and behaviors be recognized? *(Awareness of Context, Alternative Approaches)*

3. **"Feelings":** Discuss with the class various perspectives that different individuals might have for the same situation. Divide the class into small groups. Then read the following situation:

   Your parents are going out of town to a convention in California. You and your brother are going to stay with your grandparents while they are gone. You get along well with your grandparents and are looking forward to staying with them.

   Each group will examine the situation as if they were one of the following:

   a. The teenager
   b. The parent
   c. The grandparent
   d. The 5-year-old brother
   e. A friend

   -Could your feelings change after a day or two? Why?
   -What feelings might this person have? Why?
   -Have you ever had those feelings?
   -What are different ways this person might act because of those feelings?
   -How would it help to share these feelings? *(Awareness of Context, Desired Results, Consequences of Action)*

Supporting Concept B: Positive Relationships

4. **"Misunderstanding":** Project the transparency "A Misunderstanding" (SM-2). Richard thought he understood the teacher's words, but he got a completely different message then she intended. Discuss how misunderstandings are often based on past experiences.

   What caused Richard to draw what he did? Do you think he was trying to draw the wrong thing? What could the teacher have seen in the picture?

   -Have you ever been misunderstood? How did you feel?
   -Have you ever had anyone misunderstand what you said? How did you feel?
   -What can you do to continue with the communication?
   -Do you think it is easy to misunderstand someone of a different age, or from a different country? Why? *(Awareness of Context)*

5. **"Blaming":** Ask the class to think of a time when someone blamed them for something and they didn't know why. How did they feel?

   Example: Mom comes home from work, and into the room where the kids are and says in an angry tone, "When are you kids going to learn some responsibility around here and pick up your stuff? The whole place is a mess and all you do is lay around and watch TV!"

   Discuss:

   -What is the mother really saying?
   -How do the kids feel? How do they react?
   -How can one recognize the feelings of the other?
   -Would the situation be different if one of the children were sick?
   -Would the situation be different if mom had a great day at work? *(Desired Results, Consequences of Action, Awareness of Context, Alternative Approaches)*

6. **"Roadblocks":** (Omit for 7th graders.) Have students review the "Dirty Dozen" (SM-3) roadblocks to communication. (The use of small groups may help students share ideas.) Ask them what other kinds of messages cause feelings to surface.

   -Are the feelings always what we think they will be?
   -Does everyone feel the same way?

   People of all ages sometimes give compliments or say nice things to others simply to get them to like them or do what they want them to do. Discuss this with the class and ask them questions such as:

   -Have you ever had someone do that to you?
   -How did that make you feel?
   -Would that person make a good friend?

-Do you admire this trait? *(Awareness of Context)*

Supporting Concept C: Reaction to Others

7. **"Verbal and Non-Verbal Communication"**: Identify the terms verbal and non-verbal. Demonstrate some non-verbal communication (e.g., hands on hips, scowl on face, etc.). List examples of each. Many times our previous experiences are not the same as the other person in the conversation. Out background influences our understanding.

   You may wish to set the stage for non-verbal communication by playing "Charades." *(Awareness of Context)*

8. **"Pantomime":** Divide the students into groups of two. Have each set of students draw a slip of paper from a container. On each piece of paper have written a simple non-verbal message that is often conveyed to others.

   Examples:
   a. Don't touch me
   b. Stop
   c. Nice to meet you
   d. I don't want to listen to you
   e. I'm tired
   f. I'm scared
   g. I'm bored
   h. I'm sorry

   Allow the students 2 to 3 minutes to come up with an approach to convey that message non-verbally to the class. They are not to tell anyone the message they are trying to convey. The rest of the class is to guess the message from non-verbal clues. If possible, video tape their performance. Then show the tape and substitute opposite words.

   Follow-up questions:

   -Do people ever send mixed messages? What are the ways to avoid sending mixed messages? Show the transparency "A Misunderstanding" (SM-2) again.
   -Are there non-verbal clues in other cultures that mean different things from what we think? What are some examples?
   -How does that influence our understanding? What we interpret is based on each individual's past experience as well as the situation. Messages need to be clarified through both verbal and non-verbal means. *(Alternative Approaches, Awareness of Context)*

9. **"Boundaries"**: (Omit for 7th graders.) Introduce the topic of boundaries with the following activity on physical space. The teacher may model it with a student first after prearranging with the student.

   Physical Boundaries: Class partners stand about 10 feet apart. One student moves towards the other until the other begins to feel uncomfortable. Change partners so they are with someone they don't know and repeat.

   -What did it feel like?
   -Did the feelings change when you changed partners?
   -Were they different with a person of a different sex, age, or nationality?
   -How about when the person is a stranger, a friend, or a relative?
   -What are some examples of places you think of as your own? (bed, chair, etc.)
   -How do you feel when someone enters your space uninvited? What do you do?
   -What are some examples of places in your family that people call their own?
   -How might a friend feel if you opened a dresser drawer in their bedroom without permission?
   -How can one know how another person feels about his or her physical space?

   Psychological Boundaries: Each person also has psychological boundaries, those things we are comfortable with. Have you ever been uncomfortable riding in a car with someone who is driving too fast?

   Generate a list of examples of psychological boundaries. Examples may include: Time, integrity, work, talking about certain topics (such as sex, religion, politics, or dieting).

   a. What does each item in the list have in common?
   b. Does time of day, physical health, or previous experiences affect people's boundaries?
   c. What kinds of boundaries make people uncomfortable?

-What does it feel like when someone invades your privacy?
-Have you ever invaded anyone else's privacy?
-What do we want people to do about our boundaries?
-What are ways to determine people's psychological boundaries if they don't tell us what they are? *(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)*

Supporting Concept D: Interpersonal Communication Techniques

10. **"I" Statements"**: Using the handout "Learning about I Statements," (SM-4) review "I" statements and have the students complete this handout. *(Consideration of Desired Results, Consequences of Action, Awareness of Context, Alternative Approaches)*

11. **"Active Listening":** It is necessary to tune in to feelings so that one listens to emotions, not just to ideas.

    Following a review of non-verbal communication, introduce "Active listening" (see Background Information). Choose one of the following activities:

    A. Record the following phrases on a cassette tape. Repeat each sentence with a different feeling. Replay them to the class. As each is played, have students write down their opinion of what the speaker was feeling.

        1. "Oh...I feel fine." (Said with discouragement, happiness, resentment, etc.)
        2. "I have to go to the hospital tomorrow." (Said with anxiety, despair, put-on happiness, etc.)
        3. "I just saw Joe!" (Said with anger, happiness, surprise.)
        4. "All right!" If you say so!" (Said with anger, disappointment, etc.)

        Discuss the meaning of listening, (sincerely trying to hear the other person's point of view, not just waiting politely to speak). *(Awareness of Context)*

    B. Ask the class if they think they are good listeners. Remind them that it requires two people in order for good listening to take place—one to do the talking and one to listen. Then use SM-5, "Listening Requires Concentration" as the alternate activity to A above.

12. **"Instant Replay":** (Omit for 7th graders.) Project a transparency of the cartoon "Instant Replay," (SM-6) and discuss ways to clarify the meaning of what people say.

    -What is active listening?
    -What are ways to clarify a message?
    -Do some things make us uncomfortable?
    -Do we sometimes **assume** that the other person understands what we are trying to say?
    -What influences the way we send and receive messages?
    -How does our family influence what we say and hear? *(Alternative Approaches)*

13. **"Guidelines for Listening"**: Using the guidelines "How to Become a Better Listener," (SM-7) review each positive point with the class. Have "Situations for Role Plays" (SM-8) cut apart ahead of time and distribute one situation to each two or three students. Encourage each group to create a conversation suggested by the situation, being careful to use the six principles on the guide sheet. Invite students to present their role-play to the entire class. Each group should identify the principle of good listening they are using. *(Awareness of Context, Alternative Approaches, Desired Results)*

14. **"Negotiation Without Blame"**: People often do not express their feelings when in a conflict situation. Ask students to think of the last time they argued with a friend, parent, or sibling.

    Brainstorm some conflict situations. Divide the class into groups, and have each write one conflict situation on the top of their paper and describe what is happening. (An example is given on SM-9, "Two Conflict Scenes.") Then have them think of ways to change the situation without blaming anyone. *(Desired Results, Alternative Approaches)*

15. **"Cartoon Time"**: As a final activity for this unit, have students draw a cartoon strip (using SM-10) illustrating a situation where two people (friend, sibling, parent/child) are solving a con-

flict by using positive communication techniques. (An example of a possible conflict which could be used for this activity in on SM-11, "Family Conflict.") Ask students to give their cartoon strip a title. When cartoons are complete, have students share them in small groups. (Cartoons could be collected by the teacher and some made into transparencies for a follow-up discussion.) *(Alternative Approaches, Consequences of Action, Desired Results)*

RESOURCES

Books and Periodicals:

Bradshaw, J. (1988). *Bradshaw on: The family*. Florida Health Communications, Inc.

Chamberlain, V. (1986). *Teen guide*. San Francisco: McGraw-Hill.

Dinkmeyer, D. & McKay, G. (1982). *The parent's handbook step*. Minnesota American Guidance Service.

Fletcher, R. (1986). *Teaching peace*. San Francisco: Harper & Row.

Getzoff, A. & McClenahan, C. (1986). *Stepkids*. New York: Walker & Co.

Gordon, T. (1970). *Parent effectiveness training*. New York: Peter H. Wyden, Inc.

Kelly, J. & Eubanks, E. (1988). *Today's teen*. California: Glencoe.

Pietsch, W. (1975). *Human being*. New York: New American Library.

Curriculum Guides:

Granite School District. (1980). *Family life units: Junior high - 8th grade, Home Economics II*. Salt Lake City, UT.

Films, Filmstrips, and Videos:

As others see us. [Filmstrips]. Chatsworth, CA: Career Aids Division, Opportunities for Learning.

(1988) *Be a winner: Self-motivation*. [Film on video]. Pleasantville, NY: Sunburst Communications.

Body Language. [Filmstrip]. Chatsworth, CA: Career Aids Division, Opportunities for Learning.

Person to person: Learning to communicate. [Film on video]. Pleasantville, NY: Sunburst Communications.

What's your image? [Filmstrip]. Pleasantville, NY: Sunburst Communications.

ARE YOU A . . .

Prickler

Gets angry easily. Yells and calls names.

Hider

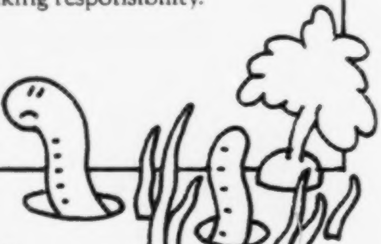
Refuses to talk about a conflict. Hides wants and feelings.

Blabber

Complains about a conflict to someone else instead of facing the problem and solving it with the persons involved.

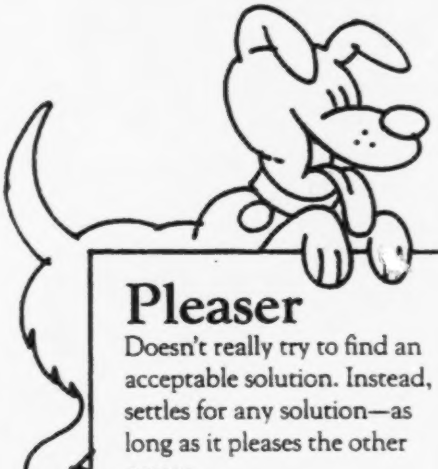
Wormer

Blames others. Worms out of taking responsibility.



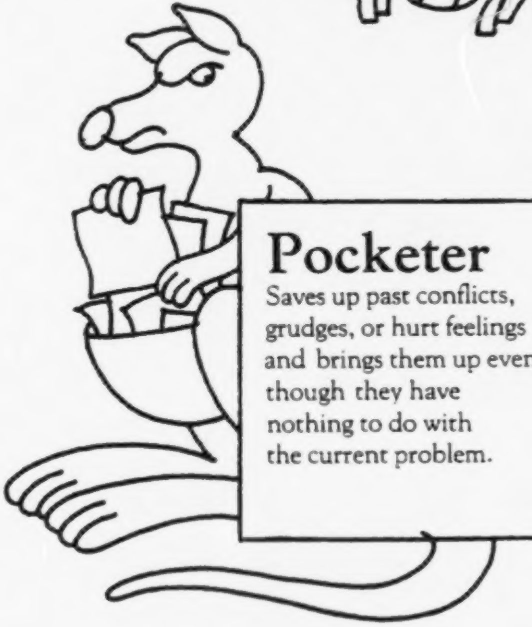
Pleaser

Doesn't really try to find an acceptable solution. Instead, settles for any solution—as long as it pleases the other person.



Pocketer

Saves up past conflicts, grudges, or hurt feelings and brings them up even though they have nothing to do with the current problem.



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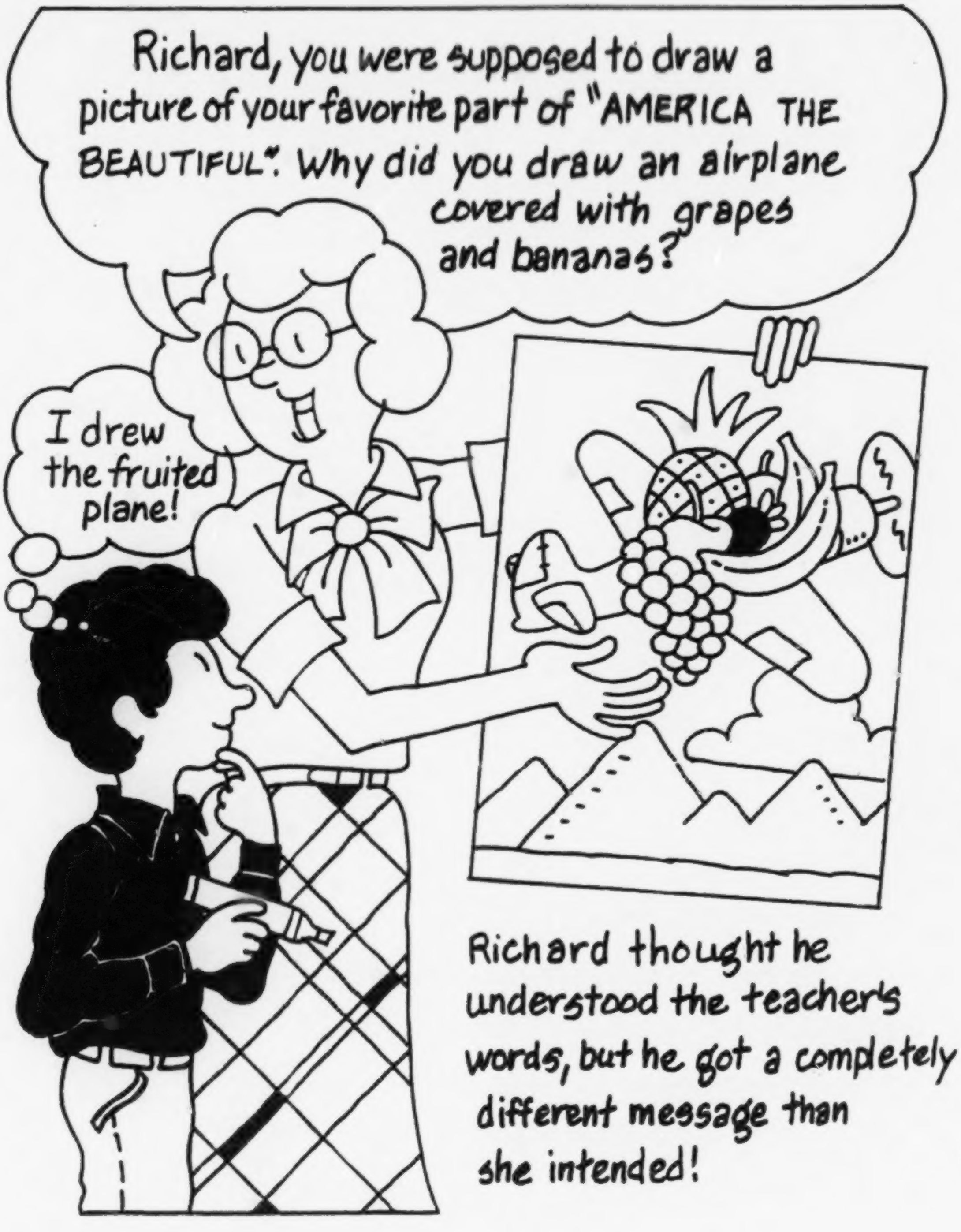
Fletcher, R. (1986). ***Teaching peace***. San Francisco: Harper & Row.

SM-2

A Misunderstanding


Richard, you were supposed to draw a picture of your favorite part of "AMERICA THE BEAUTIFUL". Why did you draw an airplane covered with grapes and bananas?
I drew the fruited plane!
Richard thought he understood the teacher's words, but he got a completely different message than she intended!

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Fletcher, R. (1986). *Teaching peace.* San Francisco: Harper & Row.

THE DIRTY DOZEN

12 Roadblocks to Communication

Ordering
Warning-Threatening
Moralizing
Giving Advice
Persuading-Using Logic
Judging
Praising
Ridiculing
Analyzing
Reassuring, Sympathizing
Probing
Withdrawing, Changing the Subject

From Thomas Gorden, ***Parent Effectiveness Training***

SM-4

LEARNING ABOUT "I" STATEMENTS

An "I" statement tells what **I want to think or feel.** When I use an "I" statement, I am speaking only for myself, never for others. Here are some examples of "I statements." They always have the word **I** in them.

I like to play soccer.
I feel kind of gloomy today.
I want to go with you to the party tonight.

These are **not** "I" statements:

You make me mad!
She's my best friend.
He's always using my things.

Can you find the "I" statements below? Put an **X** by each one:

1. ____ I hope I will do my best in the tournament.
2. ____ I feel so angry today - I could just punch something!
3. ____ Babysit? How come you always make me babysit?
4. ____ Get out of my room!
5. ____ I like to watch the sun as it sets.
6. ____ Mom, he won't give me my game back!
7. ____ Hopefully, I won't have to take the test tomorrow.
8. ____ I would like a turn now.
9. ____ Leave me alone!
10. ____ Why don't you pick up your mess?
11. ____ You always hang around with the other kids and forget about me.
12. ____ On Saturdays, I like to sleep in late.
13. ____ I want to make sure you understand what I'm saying.
14. ____ Next week, I want to go downtown.
15. ____ You always get the privileges around here - just because you're the oldest!
16. ____ Why don't you let someone else be captain for a change?
17. ____ Let me play with your video game.
18. ____ I want to go roller skating tonight.
19. ____ I'm too tired!
20. ____ You make me so mad when you get into my things!

Now change the negative statements into "I" statements.

Fletcher, R. (1986). Teaching Peace.

LISTENING REQUIRES CONCENTRATION

SM-5

***Directions*:** Send six people out of the room. Have each student come back one at a time and have him or her relate an incident (e.g., day at school, best friend, etc.). Instruct the class to react in the six following ways as each student comes back into the room:

A. Stand or sit as far away from the person as you can without being rude.

B. Don't look at the person. Stare at the floor or ceiling, but not at him or her.

C. Don't say anything to the person. You may smile, laugh, or touch him or her, but don't say anything.

D. Act bored with what he or she is saying. Tap your fingers or twiddle your thumbs, but act bored.

E. Keep butting into the conversation. Don't let him or her finish what they have started to say.

F. Start reading a book or writing on a piece of paper. Talk to him or her in between what you are doing.

After all six students have come back in, ask them to share how they felt about the class response to them. At the conclusion of their discussion, the teacher should stress the following skills of a good listener.

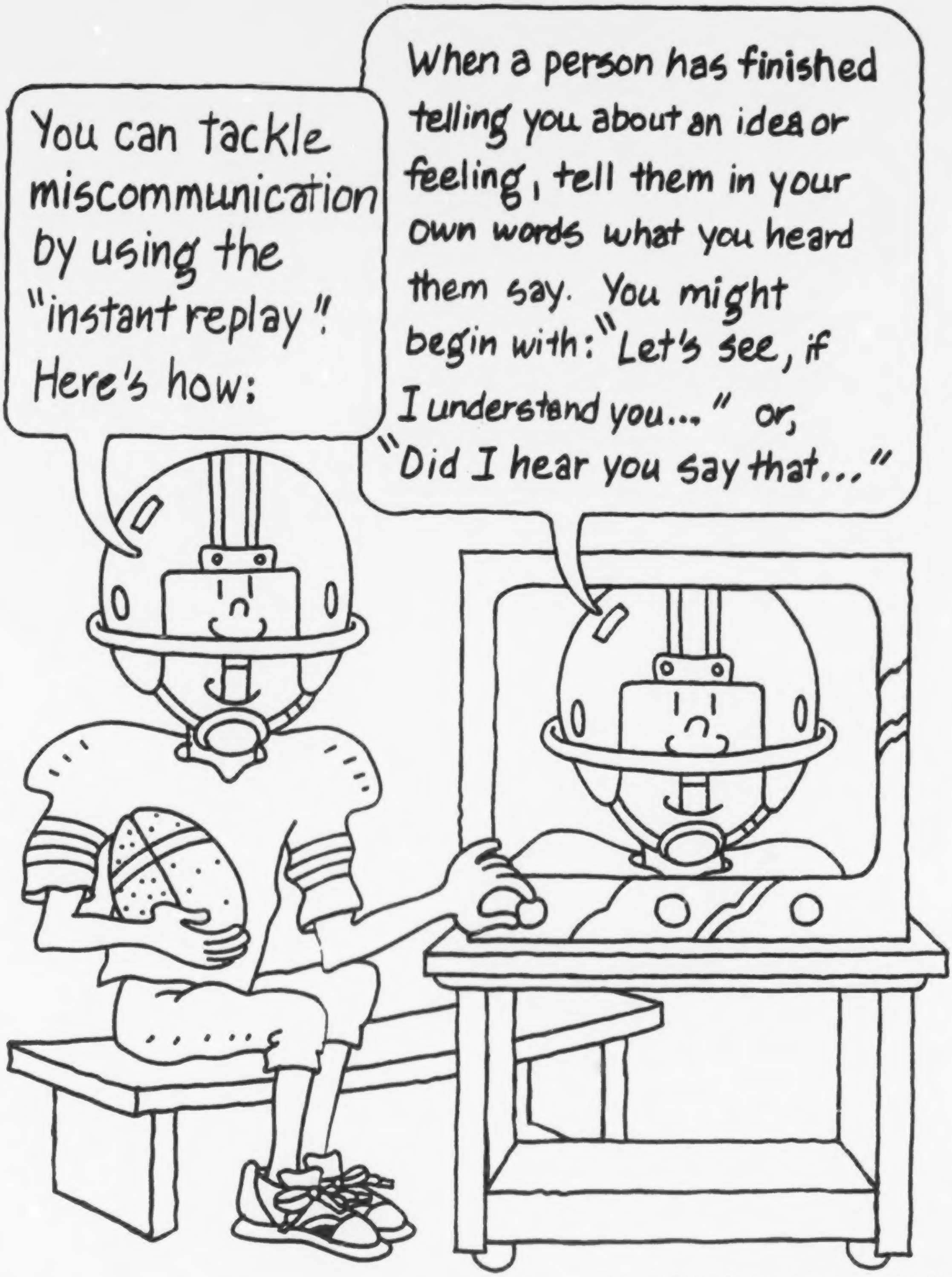
A GOOD LISTENER WILL:

1. Sit or stand near the person to whom you are speaking. Don't smother him or her, but let them know you are interested in what they are saying.
2. Maintain good eye contact. Don't stare the person down, but let them know you are still there.
3. Give the person answers (feedback). Let them know that you hear what he or she is saying.
4. Concentrate on what the person is saying. Don't start thinking about the movie you saw last weekend.
5. Let the person finish what he or she is saying before you say what's on your mind. Don't butt into the middle of his or her thoughts.
6. Watch the person's body language. Hand movements and body position will add much to the conversation.
7. Don't try to do something else at the same time (e.g., write a letter, play the piano, etc.). When you're supposed to listen, you should listen.

Adapted from ***Family Life Units, Junior High - 8th Grade, Home Economics II,*** Granite School District.

SM-6

The Instant Replay


You can tackle miscommunication by using the "instant replay"! Here's how:
When a person has finished telling you about an idea or feeling, tell them in your own words what you heard them say. You might begin with: "Let's see, if I understand you..." or, "Did I hear you say that..."

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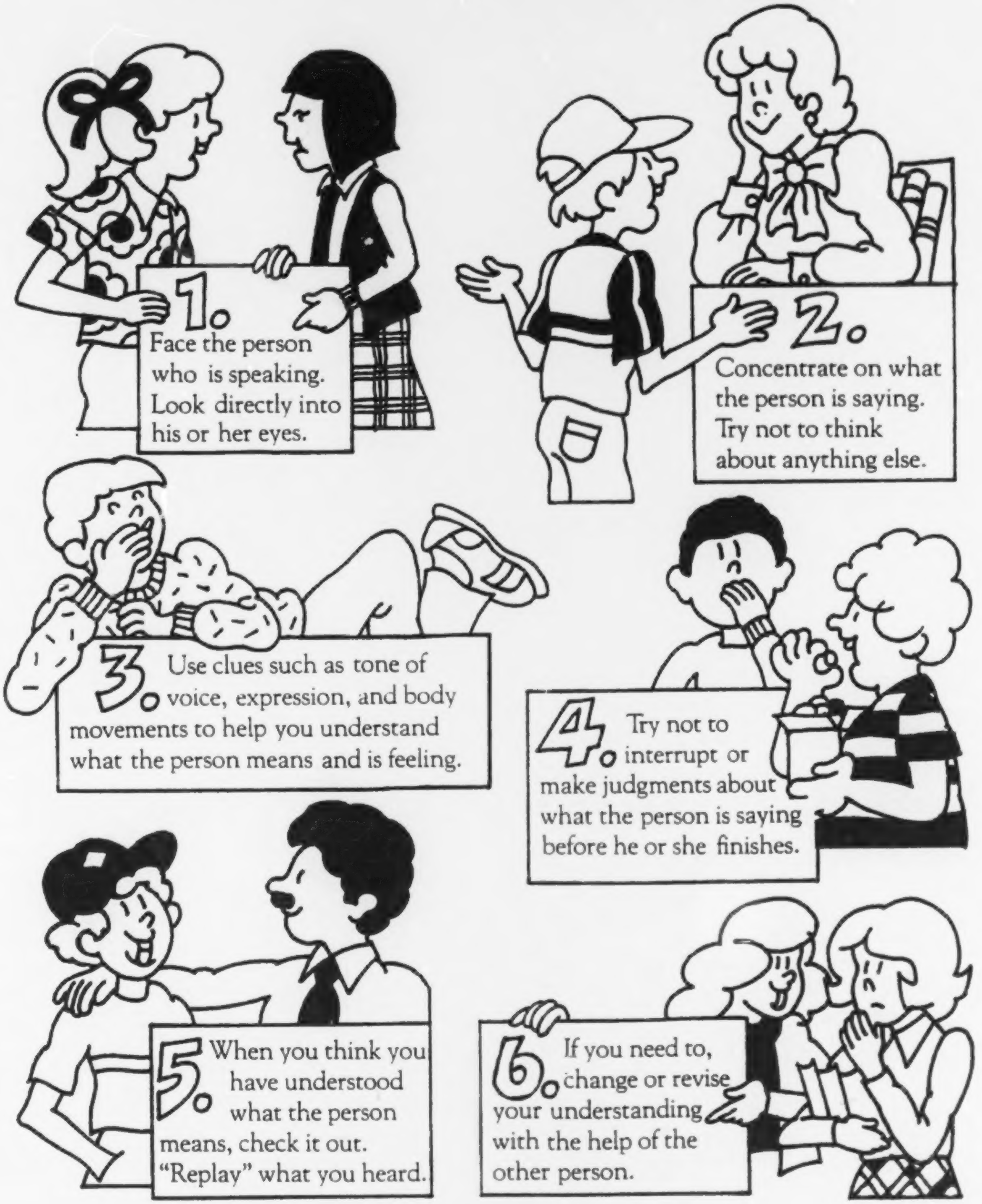
How to Become a Better Listener



1. Face the person who is speaking. Look directly into his or her eyes.

2. Concentrate on what the person is saying. Try not to think about anything else.

3. Use clues such as tone of voice, expression, and body movements to help you understand what the person means and is feeling.

4. Try not to interrupt or make judgments about what the person is saying before he or she finishes.

5. When you think you have understood what the person means, check it out. "Replay" what you heard.

6. If you need to, change or revise your understanding with the help of the other person.

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SITUATIONS FOR ROLE PLAYS

Note to the teacher: Pre-select the role plays depending on the age and maturity of your students.

1. Marcy and Rossana are in Marcy's front yard when they spot a dollar bill lying on the ground. Marcy believes is should belong to her since it was found on her lawn. Rossana believes it should belong to her since she spotted it first.

2. Sue has been avoiding her best friend Gloria for several days because another girl told Sue that Gloria had written an unkind note about her. Gloria doesn't understand why Sue has not been speaking to her. She did not write the note and knows nothing about Sue's conversation with the other girl.

3. Rick and Andy are playing basketball in the school yard. Rick's little brother Sean comes up and wants to play. Rick doesn't want to play with Sean and is tired of having him hang around. Andy thinks Rick ought to include Sean in the game.

4. Paul has promised to help his friend Steve study for a math test. Paul is very good in math, but Steve has always found it difficult. Both boys know that Steve's grade hinges on this test. Paul's dad comes home with free tickets to the Harlem Globetrotter's game. Paul is excited and would like to go but is not sure he should break his promise to Steve. He calls Steve to talk it over.

5. Just as Mrs. Chisom has finished giving directions to her class for the morning assignment, Sally walks in. This is the third morning in a row that Sally has been late. Mrs. Chisom calls Sally over to her desk.

6. Julie and Kim are best friends. Julie once stole a pack of cigarettes from a store and almost got caught. Now she wants to set up a situation so she can steal some make-up from the same store. She needs Kim to help. Kim is reluctant to take the risk and believes that it is not right to steal.

7. Ceilia checked a book out of the library. Her little sister, Ruth, dropped it in a puddle, and now the book in ruined. Ceilia doesn't think it is fair that she should pay for the book fine. Ruth says it was an accident, and that she has no money to pay for the book.

8. Randy is visiting his friend Derek. The two of them are alone in the house. Derek suggests that they make a drink out of some liquor in the cabinet. Randy doesn't really want to drink, but Derek is insistent.

9. It is Clarissa's turn to wash the dishes, but she wants to switch nights with her brother Ray. Ray says he's already made other plans to go over to his friend's house. Clarissa says she needs the evening to study for a big test in the morning. She tries to convince Ray to change his plans.

10. Chris's mother asked him to babysit for his little brother while she went to the doctor. Chris agreed to come right home from school. On the way home, Chris stopped off at the ball field, completely forgetting his promise. It is now 5 o'clock and Chris is just walking in the door.

11. Mr. Roy suspects that Bill cheated on his social studies test. He checked in Bill's desk and finds an answer sheet. He asks to speak to Bill after class. Bill waits until all the other students are gone and then goes over to the teacher's desk.

12. Jan and Megan are playing softball at the park. Jan hits the ball and runs to third. Megan is playing the base and catches the ball just as Jan slides in. Jan is sure she's safe. Megan is sure Jan is out. Jan believes Megan made the call only because she doesn't like Jan.

Fletcher, R. (1986). ***Teaching Peace.***

SM-9

TWO CONFLICT SCENES

Lee and Aaron share a bedroom. Lee has just spent an hour cleaning his side. Aaron walks in.

Scene 1:

Lee:	You slob! You never pick up your things!
Aaron:	It's my side of the room. I can do what I want!
Lee:	Well, when your stuff's all over, the whole place looks like a junkyard - even when my side's clean. I'm sick of it!

Scene 2:

Lee:	Aaron, I like our room to look nice. I'm frustrated when I clean my side and your side is still a mess.
Aaron:	But I don't care if the room is messy.
Lee:	Yeah. I guess it does get pretty deep sometimes.

What are the wants in collision in these scenes?____

____

If you were Aaron, how would you feel during the first scene?____________________

____

How would you feel during the second?____

____

What tone of voice do you think each of the boys would use in the two scenes?____

____

Which scene would make a solution to the problem more likely?__________

____

What is one way Lee and Aaron might solve their problem so that both of them are satisfied?____

____

Fletcher, R. (1986). ***Teaching Peace.***

____

(NAME YOUR CARTOON)

FAMILY CONFLICT

Mom always expects John to do the dishes. Eric never has to do them and gets to go out to play after dinner. Identify how each person might view this conflict.

Mom:

-Wants the dishes done.
-Wants time for herself.
-Wants John to develop responsibility.
-"Nobody cares what happens around here."
-"John is lazy and I'm not doing a good job teaching him responsibility."

John:

-Wants to play with friends.
-Wants to be valued as much as Eric.
-"I get stuck with all the jobs when my brother gets to play. Mom likes him best anyway since he is little."

Have the students think of ways to change the situation without blaming anyone.

EXAMPLE: *"I know the dishes have to be done. However, this is the fifth night in a row that I have had to do the dishes by myself while Eric goes out to play. I feel it is unfair. I wish we could rotate jobs so that I could do something else after dinner like Eric does now."*

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN RELATED TO SELF-DEVELOPMENT AND CAREGIVING:

Developing Interpersonal Relationships.

RELATED CONCERN:

Developing and Maintaining Positive Friendships.

DESIRED RESULTS FOR LEARNERS:

Students will recognize ways to develop and maintain positive friendships.

LEARNER OUTCOMES:

1. Analyze the value of friendships.
2. Consider the desired results of forming positive friendships.
3. Examine alternative ways to handle peer pressure.
4. Analyze the consequences of action related to ways peer pressure is handled.

SUPPORTING CONCEPTS:

A. Value of friendship

B. Maintaining friendships

C. Influence of peer groups

D. Forming new friendships

BACKGROUND INFORMATION:

Most people value friendships of a lasting kind. For teens, good, sincere friends help fulfill one's need for belonging and help create a positive self-image. Building and maintaining positive and lasting friendships at this time lays the foundation for strong, positive interpersonal relationships as adults.

Friends of all ages help people grow as individuals. Young teens can develop friendships with younger children, teens and adults who are neighbors, relatives, or their parent's friends.

Making friends doesn't "just happen." It takes time and effort to develop lasting friendships, as well as acceptance, honesty, and caring.

There are certain requisites for maintaining friendships. These include establishing trust, showing genuine interest in others, keeping confidence, saying "I'm sorry," and practicing give-and-take. Young people are often influenced by others their own age to behave in a certain way. Known as **peer pressure**, this can have both positive and negative effects on individuals in that group. Peer pressure can influence a person to try new experiences and become involved in worthwhile projects, or it can influence a person to do things they know are wrong. Handling peer pressure is not easy. For young teens, agreeing with friends and doing what they do is sometimes easier than making independent decisions. When to say "yes" and when to say "no" are important decisions to make. For young teens to stand up for what they believe takes courage.

No matter how many friends someone has, making new ones is valuable. But making new friends can be difficult and it takes effort because friendship is an active process of doing, giving, and receiving. There are certain circumstances that help friendships form. It is easier to make friends with people who live in the same neighborhood, go to the same church, or are schoolmates. Other ways of meeting people are by joining clubs or groups, doing a class project with someone new, or asking an acquaintance to visit.

TEACHER PREPARATION:

1. Think back to the friends you had in your early teens. Who were they? How long did those friendships last? Was it difficult to make friends or to keep friends? What problems arose in those relationships? What kinds of peer pressure did you experience? Do you think that your experiences in developing and maintaining friendships as a teenager helped you develop skills in establishing interpersonal relationships as an adult?

2. What are the problems facing today's young teens in their peergroups? What are the pressures they are feeling in order to "belong"? Are there any students in your class who seem to be "loners"?

DIRECTED ACTIVITIES

Supporting Concept A: Value of Friendship

1. **"A Friend Is..."** Have a class member read to the class the book ***I Need All the Friends I Can Get*** by Charles M. Schultz. (1964).

   -Have you ever felt like Charlie Brown when he says, "I don't have any friends...I don't have one single person I can call a friend"?
   -Do you think you are the only person who ever thinks that way? Why?

   In small groups, have students form other definitions of what "A Friend Is..." Ask students to make illustrations similar to those in the book that could be used to create a bulletin board entitled "A Friend Is..." *(Awareness of Context)*

2. **"Remembering":** Ask the students to think about these questions:

   -Who was your very first best friend? Why was she or he your best friend?
   -How long did that friendship last? If it ended, what were the reasons?
   -Can you remember some disagreements you and your friend had?
   -What were they and how were they resolved?
   -Who is your best friend now? Why is that person your best friend?

   Have the students record those reasons either on 3x5 cards or in their journal if they are keeping one. *(Awareness of Context)*

   Ask students to interview their parents and/or other adults and ask them about their best friends when they were in their early teens. Bring back the information to class for sharing.

   -How would they describe their best friend(s)?
   -What were some of the problems that came up in those relationships?
   -What kind of effort did it take to maintain those friendships?
   -What interpersonal relationship skills did they learn from making and keeping friends?
   -How have these skills helped them as adult? *(Awareness of Context)*

3. **"Importance of Friends":** Choose one of the following activities to encourage the students to think about the value of friendship:

   A. View the film "Cipher in the Snow." Discuss the significance of the title of the film. Have students reflect in writing answers to these questions:

   -How might it feel to be a "loner"? Can you describe one time when you have felt ignored and unimportant?
   -How would having friends have benefited Cliff? Who could have reached out in friendship to Cliff?
   -How important is it to have friends? To be a friend?
   -What are some times when you think you have been a good friend to someone? Why?

   B. Videotape an episode of the television show "The Wonder Years" which relates to times when Kevin and one of his friends have helped each other out of difficult situations. Discuss the importance of having friends. *(Awareness of Context)*

Supporting Concept B: Maintaining Friendships

4. **"Friends: How They Bug Me!":** Use SM-1 to discover what characteristics some people have which make it hard for them to develop friendships. Ask students to add some others that come to mind. Tally the responses of the entire class and review the results.

   -Why do you think some people might do these things?
   -How does it make you feel when one of your friends does something you don't like?
   -How do you think it makes one of your friends feel if **you** do something **they** don't like?
   -What might happen to a friendship if the people involved continue to "bug" each other?

   Have students draw and label a cartoon - such as a bug entitled "Friends - How they Bug Me!" The bug should illustrate one or several characteristics which bother them in friends. See SM-2 for an example. Ask students to share the things that "bug" them with the entire class. *(Consequences of Action)*

5. **"When Friends Go Too Far":** Divide the class

into small groups. Using the practical reasoning process, give each one a different "Problem Situation" (SM-3) to discuss. You may wish to use the "Practical Reasoning Think Sheet" for Middle School (SM-4 in the Introductory Unit) for them to complete this assignment. Share the results of the group discussions with the entire class. *(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)*

6. **"Beaches":** Show excerpts from the movie "Beaches." Discuss the apparent reasons why this friendship lasted a lifetime.

   -What were the qualities of each main character that kept this relationship going for so many years? *(Desired Results)*

   [**Alternative Activity**: Listen to a musical recording of a song which relates to friendship. Some suggestions include: "That's What Friends Are For," (by Dionne Warwick) "Thank You for Being A Friend," (theme music from the TV show "The Golden Girls") or "You are the Wind Beneath My Wings" (by Shena Easten or Bette Midler, who remade it as the theme song for "Beaches"). A reflection in writing on what the words mean to them and/or how the words make them feel would be an appropriate follow-up activity.]

Supporting Concept C: Influence of Peer Groups

7. **"Peer Pressure":** Give an example of positive and negative peer pressure:

   a. You have been asked to join the group that is collecting canned food for poor families.

   b. Your friend Cindy's parents are gone for the weekend and she has invited you over to her house for a party.

   -What do you think the difference is between positive and negative peer pressure? Between peer **pressure** and peer **support**?

   Brainstorm for other examples of positive and negative peer pressure students may have personally experienced. Or, give some examples of peer pressure dramatized in TV shows such as "The Wonder Years," "The Cosby Show," "My Two Dads," etc.

   -What are the consequences for young teens who give in to negative peer pressure?

   Discuss how easy it is to say "yes" but how hard it is to say "no" when the crowd you hang around with is pressuring you to say "yes."

   -What are some reasons why it might be important to resist peer pressure?
   -What is the hardest part of resisting peer pressure? *(Alternative Approaches, Consequences of Action, Desired Results)*

8. **"Sara's Dilemma":** Read the following case study to the class:

   Sara wants to join a certain crowd of kids at school, but the group has a test of courage for members: You have to steal $50 worth of merchandise from a discount store before the group will accept you. Sara walks out of school confused about what to do. She would die if she got caught stealing. But more than anything, she wants to be with that one group. "I'm always on the outside," she says to herself as she crosses the street. "If I could get in with those kids, I would really have fun for a change."

   -What do you think of the group's test for membership?
   -Do you know groups that have rules or expectations for new members? What are the requirements?
   -Do you know someone who has ever been in a situation similar to Sara's?
   -What happened? How do you think they felt?
   -What would be the consequences for Sara if she said "yes," or if she said "no"? What should Sara do?

   Using SM-4, "Case Studies on Peer Influence," divide the class into small groups. Use one of the "Practical Reasoning Think Sheets" to consider the alternative ways of handling each situation, the *Consequences of Action*, and the *Desired Results*. Share the discussion with the entire class. *(Alternative Approaches, Consequences of Action, Desired Results, Awareness of Context)*

9. **"How to say No":** View the video "Learning to

say No." Review with the students the three basic "rights" of assertiveness and the assertiveness techniques presented in the video. Use the scenarios from the Teachers Guide (pages 11 and 12) for role-playing. The follow-up discussion on role-playing should focus on how the students feel when they are being assertive and the *Consequences of Action* which follow when being assertive. *(Alternative Approaches, Consequences of Action, Desired Results)*

In small groups have the students analyze the ideas on SM-5, "How to Say No" and "How to Resist Peer Pressure". Ask each group to think of another idea and present it to the class.

-What are the advantages and disadvantages of each of the methods?
-Which one(s) would you feel most comfortable using?

Explain that sometimes discussing the decision to say "No" won't help and an excuse comes in handy such as "I'm tired; I'm going home," can solve a lot of problems. Ask students to suggest other responses which have worked for them. *(Alternative Approaches, Consequences of Action, Desired Results)*

Supporting Concept D: Forming New Friends

10. **"Circle of Friends":** Use SM-6 to help students identify which categories their friends come from, to determine what kind of support their friends give them, and to visualize how we can draw people from the "outside" circle of acquaintances to the "inside" circle. *(Awareness of Context)*

11. **"New Friends":** Ask the class how many have moved from one school to another or from one community to another and have had to make new friends.

-What other situations have you been in that forced you to make new friends?
-Was this easy or difficult?

Hand out SM-7 and have the students complete it.

-How do common interests help when developing new friendships?
-What situations have you been in when it was difficult to make new friends?
-What techniques have you used to develop new friends?
-What techniques have you used that weren't successful? Why do you think that these techniques didn't work?

Ask a few students to role-play both positive and negative techniques for making new friends. *(Alternative Approaches)*

12. **"Wrap-Up Assignment":** Use the following assignments for final activities for the unit.

A. Ask students to write essays of one page or less on "What Friendship Means To Me" or "What qualities I Look for in Friends." These could be shared with the entire class.
B. Have students formulate a plan to "Become a Better Friend."

C. Have students complete some or all of the following unfinished sentences:

1. My best fried can be counted on to...
2. I'd like to tell my best friend...
3. I feel comfortable around my friend because...
4. I could have more friends if...
5. The bad things my friends have done to me are....

(Alternative Approaches, Consequences of Action, Desired Results)

RESOURCES:

Books and Periodicals:

Foster, J.A., Hogan, M.J., Herring, B.M., Gieseking-Williams, A.G. (1985). *Creative living*. Peoria, IL: Bennett and McKnight, a Division of MacMillan.

Kelly, J. and Eubanks, E. (1988). *Today's teen*. Mission Hills, CA: Glencoe.

Raible, H. (1988, October). "Friends: What can you really expect?" *Choices*, page 16-18.

Schultz, C.M. (1964). *I need all the friends I can get*. San Francisco: Determined Production. (Available at Children's libraries)

Thompson, P.J., Jax, J.A., and Kiser, J.D. (1987). *Resources for living*. St. Paul, MN: EMC Publishing.

Curriculum Guides:

Granite School District. (1980). *Family life units: Junior high Home Economics I*. Salt Lake City, UT.

Granite School District. (1980). *Family life units: Junior high Home Economics II*. Salt Lake City, UT.

Noe, K. (1986). *Junior high home economics curriculum guide*. Columbia, MO: University of Missouri.

Films, Filmstrips, and Videos:

(1988). *Beaches*. (Film). Burbank, CA: Touchstone Home Videos.

(1972). *Cipher in the snow*. (Film). Portland State University Film Library and local ESD film libraries.

(1984). *Learning to say no*. Pleasantville, N.Y.: Sunburst Communications.

FRIENDS: HOW THEY BUG ME

Directions: *Listed below are reasons some young teens have problems making friends. Which ones "bug" you the most? Circle 10 things you feel are most offensive in friends, then put a star by the top three.*

SOME PEOPLE HAVE FEW FRIENDS BECAUSE:

-They think it is fun to embarrass people.

-They always show off.

-They never think other people's things are nice.

-They are selfish.

-They are always in trouble.

-They tell lies about others.

-They chase after the opposite sex.

-They have bad manners.

-They get angry about everything.

-They never pay attention.

-They are always talking.

-They complain about everything.

-They never share things.

-They cheat on tests.

-They steal.

-They copy homework.

-They always blame other people for things.

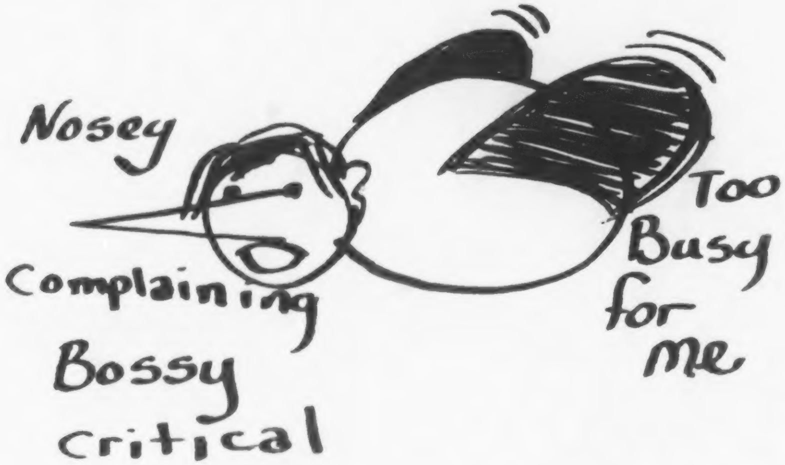
-They don't keep their bodies clean.

-They talk about you behind your back.

ADD YOUR OWN:

CARTOON TIME

Below is a cartoon "bug" which illustrates how a friend might bother you.


Nosey
Complaining
Bossy
critical
Too Busy for me

Draw a "bug of your own in the space provided below.

PROBLEM SITUATIONS

A. A friend borrows your new bike overnight and brings it back wrecked. He or she is always borrowing your stuff and then damaging or destroying it.

B. You've had a crush on Tom Campbell for months. He finally asked you to a school dance. During the dance, he disappears with your good friend Cindy for an hour.

C. You used to walk home from school everyday with Sally (or Adam), sharing everything. Now Sally (Adam) is with someone else all the time and is always "too busy" for you.

D. You cannot believe your ears. The deep, dark secret you shared with your best friend was repeated to you by someone you hardly even know.

E. Your best friend has started "doing drugs." He or she has been getting tight with a bad crowd, too. You think this kind of activity is really dumb.

CASE STUDIES ON PEER INFLUENCE

1. Trena has a headache and asks Kathy for some aspirin. Kathy claims she has something better while pouring a little white powder in her hands. Trena said that Kathy has some kind of drug and that she wouldn't take it. Kathy persists. What should Trena do?

2. Joe forgot to study for an important exam. Marcy is the smartest girl in the class and she likes Joe. Joe asks Marcy for the answers to the test. What should she do?

3. Lindsay, Gloria, and Sue all forgot their lunch money for the day. They all walk downtown. In the store, Lindsay and Gloria start stuffing their pockets with candy. They claim it is no big deal, but Sue is not sure. She is very hungry. What should Sue do?

4. Jodie and April were staying over at Jodie's. They decided to have a party with alcohol since Jodie's parents went out to see a movie. Jodie's parents came home unexpectedly early.

5. No matter where Kim goes after school, she must take her five-year-old sister with her. A boy (whom she really likes) asked her to go to the frozen yogurt shop with him after school. She wants to go because she is afraid that he won't ask her again. But she still has her sister to worry about. What should Kim do?

6. You want to go to the Thanksgiving football game...the biggest game of the year. The family is going to spend the holiday with relatives in another state. A friend offers to let you stay with his family so you won't miss the game. Your family wants you to go with them so the entire family can be together, but leaves the decision to you. What should you do?

7. Becky, an eighth grader, is left home to take care of her younger sister, who is in the seventh grade, and her brother, who is about three. Some friends come over to see if she can go with them to decorate one of the football player's home. Becky has a crush on him and is dying to go. Her parents won't be home until 10:00 p.m. and it is only 8:00 now. What should she do?

8. Tony has a science test tomorrow. He has not been able to study before today and is a little worried. His friends came over to take him to a fantastic movie. Tonight is the last night and he hasn't seen it. What should he do?

HOW TO SAY "NO"

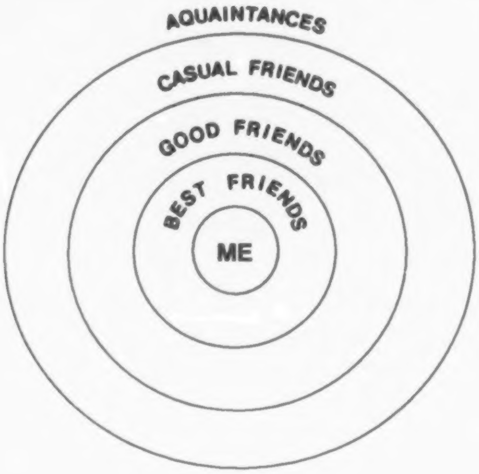
1. Review the decision making process.
2. If the decision is "**no**," then say "**no**."
3. A person will probably be asked to justify why they have refused. The explanation should be kept short and simple. Again say "**no**."
4. If the person persists, leave.
5. Avoid compromise if possible.

HOW TO RESIST PEER PRESSURE

1. Ask specific questions about activities suggested.
2. Think about what the pros and cons are.
   a. What are my needs and goals?
   b. What needs and goals will it go against?
3. Suggest an alternate activity.
4. Identify the consequences of that activity.
5. If the person(s) persists, move away from the group - leave.

FRIENDSHIP CIRCLE

Directions: Here is a friendship circle. You are at the center of the circle, surrounded by your friends. Place as many names in each circle as you want. Underline the names of those at school, circle those at church, clubs, or jobs. Put a box around the others.



Do your relationships come from several sources?

Which ones meet emotional needs (being loved, wanted, needed)?

Which ones share feelings and ideas?

Which have a positive effect on you, bringing out your best? Which ones bring out negative traits in you?

What qualities do people in each circle possess?

How would you define the difference between those in the inner circles and those who are acquaintances?

Do you think any of your acquaintances will become your friends?

How might you draw people who are acquaintances from outside the circle to one of the inner circles?

Adapted from the *Junior High Home Economics Curriculum Guide* (Noe, 1986).

SM-7

FIND A NEW FRIEND

Directions**:** Go around the classroom and find people who fit the qualities listed below. Introduce yourself to each person, and write the individual's name in the space provided in the right-hand column.

FIND SOMEONE WHO:	THEIR NAME:
1. Has the same color eyes as you	
2. Wears the same size shoe as you	
3. Was born in the same month as you	
4. Has the same number of siblings as you	
5. Likes the same kind of ethnic food (such as Mexican or Chinese) as you do	
6. Likes to read	
7. Has a part-time job	
8. Speaks another language	
9. Has a pet	
10. Likes the same sport as you	
11. Likes to play computer games	
12. Knows how to cook	
13. Has the same hobby as you	
14. Lives in the same neighborhood as you	
15. Goes to the same church as you	

Adapted from ***Today's Teen***, (Kelly and Eubanks, 1988).

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN RELATED TO SELF-DEVELOPMENT AND CAREGIVING:

Developing Interpersonal Relationships.

RELATED CONCERN:

Accepting the Uniqueness of Others.

DESIRED RESULTS FOR LEARNERS:

Students will accept the uniqueness of other people.

LEARNER OUTCOMES: Students will:

1. Become aware of the context of individual and group differences.
2. Analyze how the consequences of action affect the feelings of others.
3. Contemplate the alternative approaches to becoming familiar with people of different cultures, ages, and disabilities.
4. Consider the desired results of accepting the uniqueness of others.

SUPPORTING CONCEPTS:

A. Individual and group differences

B. How actions and attitudes affect stereotyping

C. Some generalizations that suggest stereotyping

   1. Prejudicial distortions
   2. Cause-and-effect distortion
   3. Mind-reading

BACKGROUND INFORMATION:

Stereotyping is a word used to describe a certain way of seeing people. Sometimes we expect all the people of a certain group to think or act a certain way. One of the biggest obstacles to understanding people is oversimplification in the form of stereotyping. Students need to discover and evaluate the origins of their ideas, opinions, and habits when drawing conclusions about people and classifying people into groups. Positive and negative notions exist for people such as: computer worker - nerd or whiz; doctor - rich and famous surgeon or country servant; criminal - dangerous killer or child custody protester; factory worker - maker of nuclear war heads or computer components; musician - cellist or rock star, etc. People can also be stereotyped by age, looks, race, geography, job, gender, and class.

Stereotyping can cause the formation of opinions about people and things before experiences are realized. Stereotyping can limit possibilities, fool people into believing misinformation about themselves, and keep one from being genuine. When one says "I know the type" she or he has given in to stereotyping (Chamberlain, 1985).

Three types of generalizations can be thought of as dangerous:

1. Prejudicial distortions
2. Cause-and-effect distortions
3. Mind-reading

"You can't trust those people" is an example of a statement that suggests a stereotype. Some generalizations are called prejudicial distortions. A Polish joke is an example of prejudical distortion. Statements like "You gave me a headache" is a cause-and-effect distortion. There is no way that someone else can really make you sick by acting in a certain way. Mind-reading is the third type of stereotype that can be dangerous. "I know what you are thinking" or "You don't like that music" are examples of these distortions (Bradshaw, 1988).

Eleanor Roosevelt said "If you approach each new person you meet in a spirit of adventure, you will find yourself endlessly fascinated by the new channels of thought and experience and personality that you encounter" (Chamberlain, 1985). Positive human differences can be respected and appreciated and negative consequences can be experienced when we do not let differences alienate us from each other.

The infinite diversity among people of the world can become a fantastic resource, enriching us tremendously through our respectful association with each other. The world suffers when our differences are used to judge some as bad or inferior. "It is human beings who have made pigmentation a leprosy in our lives instead of a gift" (Cutting, 1986).

TEACHER PREPARATION:

1. Think about yourself. How would others describe you? What labels would please you? What labels would cause you to feel insecure? Do you seek people from certain groups for professional or personal reasons?

2. Think about a time when someone labeled you with a label that you felt was unlike you. Maybe someone saw you in that old car given to you while yours was being fixed. Did it bother you? Have you ever resisted a friendship with someone because their grouping did not seem quite right for you? Have your children or students refused to wear a clothing item because it labeled them? Help your students "peel back the layers" and understand the foundations of relationships from real to ideal.

DIRECTED ACTIVITIES

Supporting Concepts A and B: Individual and Group Differences and how Actions and Attitudes affect Stereotyping

1. **"Individual and Group Differences":** Form small groups of 5 or 6 and arrange them in the room, leaving some distance between groups. Give each group 5 minutes to identify some member who differs from the others in some characteristic which is not threatening, such as wears a size seven shoe, has a baby brother or sister, born outside of Oregon, etc.

   Give those who are different a lifesaver candy. A green one, for example, could be the excluded group. Send all the different persons to a predetermined place in the room, providing each with a bib or sign to wear which is marked with a large zero on it.

   Tell everyone, except those who were excluded, to take a 5 minute break. Direct them not to include or communicate with any of the members of the excluded group during this time. You might even offer the preferential group a treat, such as orange juice, while the excluded group gets nothing. (All get orange juice at the end of the exercise.)

   Following the break, ask the groups, excluding the different persons, to reassemble and quickly choose a reporter. Direct the excluded group to locate in the center of the room and the excluding groups to form around this group in clusters so that each of the excluding groups remains intact.

   Ask each person to tell why they were excluded from the group, whether they feel the exclusion was justified, feelings about the group that excluded them, and how they felt about the other excluded members. The preferential groups respond, justifying why they excluded the "Zeros."

   When each has finished, direct the original groups to reassemble, including the excluded members. Direct them to discuss their feelings regarding the previous experiences.

   Direct the participants to form one large group and to participate in a discussion. Use the following questions to help students discover feelings about stereotyping:

   -How do you group or categorize the people you see around you?
   -Describe people in each group. How do you know so much about these people? On what evidence do you base your ideas?
   -How do categories help us think about people?
   -How can they mislead us?
   -How do you feel about the idea that others may have you classified? Why?

   -Has anyone ever made fun of something you have owned? Why do people do this?
   -What kinds of people have you made fun of?
   -What does it mean to be unique? Talk about some characteristics that signal uniqueness.
   -How do you feel about people who are deliberately different?
   -Are these people a group by themselves? *(Awareness of Context, Desired Results, Consequences of Action)*

2. **"Defending our Family and Friends":** Ask the students to discuss the following questions with one other classmate.

-Have you ever been embarrassed about your parents?
-What caused you to be embarrassed about them some times but not others?
-When was the first time that you were apologetic for them?

Suppose that at a meal, your friends start belittling a common acquaintance.

-If you felt their criticisms were unjustified, would you defend the person?
-Do you judge others by higher or lower standards than you use to judge yourself?

Next have the pairs of students prepare and present a skit which relates to one of the situations above. As each skit is presented, ask the class to think about how it might feel if they found themselves in the same situation.

-What other ways could each confrontation have been handled?
-What might be some consequences to handling those confrontations in a different manner? *(Awareness of Context, Alternative Approaches, Consequences of Action)*

3. **"Media Stereotyping: Defending Ourselves":** As a "set" for this topic, you might want to listen to the recording of "I'm a Blond" (sung by Julie Brown).

Collect newspapers from one or more cities for 2 to 4 weeks. Ask the students to brainstorm on what people say about teenagers. Make a list of ideas so they can be referred to by students.

Ask the students to go through the newspapers and cut out articles that talk about teenagers. The students will compile the articles and determine what the articles say about teenagers. Write a list of the labels that are used to describe the teenagers in the articles. Perhaps the teenagers were described as irresponsible or punk.

-How do the teenagers feel about the opinions others have about their special group?
-Do the teens agree with the stereotyped ideas some adults have about teens?
-Why do people generalize about teenagers?
-Where do they get these ideas? Are some of them justified? Which ones?
-Why is it hard to give up stereotyped notions?
-How do we know if our perceptions of others are correct? What things should people be saying about teenagers?

As a class or in groups, write a letter to the editor of the newspaper discussing your reactions and defending the integrity of the group. *(Awareness of Context)*

Supporting Concept C: Some Generalizations that Suggest Stereotypes

4. **"Affirmations":** Ask the students to write an affirmation about stereotyping to be placed on a button or a poster or make a bulletin board with the statements.

Examples: "All people are different; that's why everybody should be treated the same."

"The really great people are the ones who know how to make the little people feel great" (Ashleigh Brilliant, 1980).

"The group of people that make me feel grouped the most are the group of stereotypers!"

See SM-1, "Pot Shots" for ideas for developing this activity. It is best to let students develop their own ideas so use care in giving too many examples which could hamper their creativity. *(Alternative Approaches, Desired Results)*

5. **"Gilbert's Prejudice":** Divide the class into groups of 4-5 and give each a copy of SM-2, "Gilbert and the Color Orange." After one student has read it to the rest of the group, have students discuss questions at the end. *(Consequences of Action, Awareness of Context)*

6. **"Power and Stereotyping":** Discuss stereotypes presented on TV or in the movies. You may wish to videotape recent TV show segments as illustrations.

-What are the characters like?
-What "types" do they represent?
-Is anyone really like that? In what ways? In what ways are real people different?

Write a list of the types on a chart. Ask the students to cut pictures from magazines labeling types illustrated in the TV shows. (For example, if the mother is always seen feeding the baby or cooking, have the students find teens and dad feeding the baby or cooking.) Groups of two students can each choose a type and make a collage illustrating that the stereotype is both taught and challenged by the media. *(Awareness of Context)*

Ask the students these questions after the collages are finished:

-Why do people generalize this way? Where do they get these ideas? Why do they keep them?
-Why is it hard to give up stereotyped notions? How could we combat this in ourselves?
-How do we know if our perceptions of others are correct?

Ask the students to list all of the types of groups that they view as dominant or that have power over them as teenagers. Ask the students to write a hierarchy of all of the groups they can think of and ask them to include teenagers in the list.

-What happens to our true self when others are more powerful than we are? Do teenagers have power over anyone?
-Do you like to have power over smaller or younger people? Girls, or boys?
-How do you feel toward those who have power over you? Will you always have power over the same people and vice versa?

Write a story of what you would do with the next year if no one had any power over you and you had power over no one. Discuss what you would do, how it would feel, and how your life would be the same and how it would be different.

-Was it hard to imagine a world in which people were truly free of power games? What would be the ultimate outcome of this concept? *(Desired Results, Alternative Approaches, Consequences of Action)*

7. **"Consequences of Stereotyping"**: Distribute copies of "Witch Hunt" (SM-3) and have students read the story silently or aloud. Discuss the following questions:

-What caused the stories of witchcraft to spread?
-Why were the people of Salem afraid of witches?
-What prejudices did the people of Salem have? What discrimination was caused by their attitides? What could have been done to stop the discrimination?
-Would you have tried to stop the judge from putting people to death for practicing witchcraft? Why or why not?
-Do you know of any other events in history in which a group of people were treated unfairly because of prejudice and fear? Why might it be important to remember this story?

[An **alternate activity** would be to show the film "The Lottery," adjusting the above questions to fit the context of the film.] *(Awareness of Context, Consequences of Action)*

8. **"Stereotyping Worldwide"**: Divide into groups by something you have in common, such as blond hair, white shoes, males/females, etc. Now write all of the rights that you think the people of the world should share equally. Compare your list with the United Nations Declaration of Human Rights that is provided (SM-4).

-What rights did your groups include? Exclude?
-Did the omission or inclusion signify a stereotype?
-Do all of the people of the world adhere to the rights listed by you or by the official list?
-What are the consequences for people when others violate the individuality of the person, or oppose the choice of some people to purposely group with others? (For example, a church group, a belief, a race, etc.) *(Desired Results, Consequences of Action)*

9. **"Wrap-Up Assignment"**: Write a short paper on one of the following topics:

   A. "What I would do if my rights as a teenager were violated."

   B. "How predjudice and biases can help or hinder my life." *(Alternative Approaches, Consequences of Action, Desired Results)*

RESOURCES:

Books and Periodicals:

Bradshaw, J. (1988). *Bradshaw on: The family*. Deerfield Beach, FL: Health Communication, Inc.

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Stock, G. *The book of questions*. New York: Workman Publishers.

Curriculum Guides:

Cutting, B. and Lovrien, A. (1986). *Parenting with a global perspective*. White Bear Lake, MN: Minnesota Curriculum Services Center.

Illinois Vocational Home Economics Curriculum Guide (1982). Macomb, IL: Western Illinois University.

Pamphlets:

Paul, R. (1989). *Critical thinking handbook 6th - 9th grades*. Rhonert Park, CA: Sonoma State University.

Films, Filmstrips, and Videos

(1969) *The Lottery*. [Film]. Available from Portland State University Continuing Education Film and Video Library.

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POT-SHOTS NO. 938

IF ONLY
THE RIDICULOUS THINGS
THAT ARE
IMPORTANT TO ME

COULD BE
AS IMPORTANT
TO
YOU.

Ashleigh Brilliant

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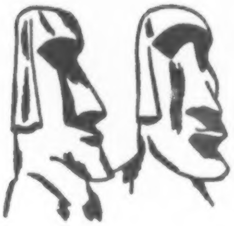
POT-SHOTS NO. 1255.

Ashleigh Brilliant



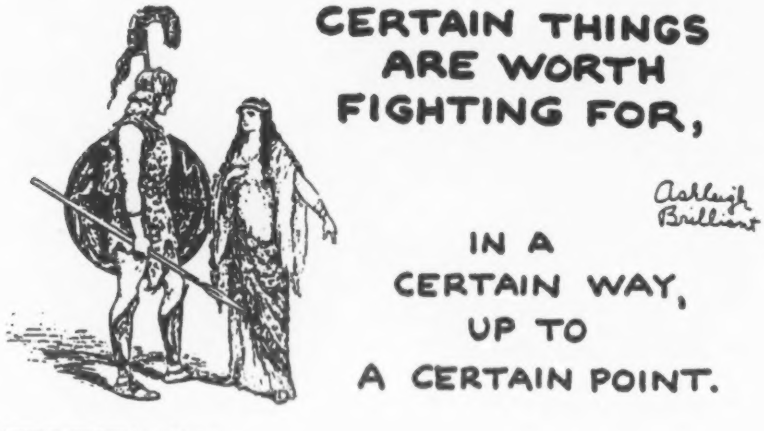
YOU AND I
ARE BOTH
EXACTLY ALIKE,
BUT THERE
THE RESEMBLANCE ENDS.

THE REALLY GREAT PEOPLE

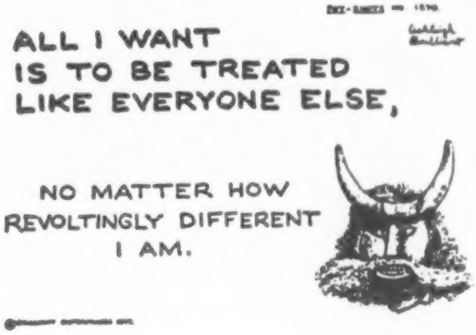
ARE
THE ONES
WHO
KNOW HOW
TO MAKE
THE
LITTLE PEOPLE
FEEL GREAT.

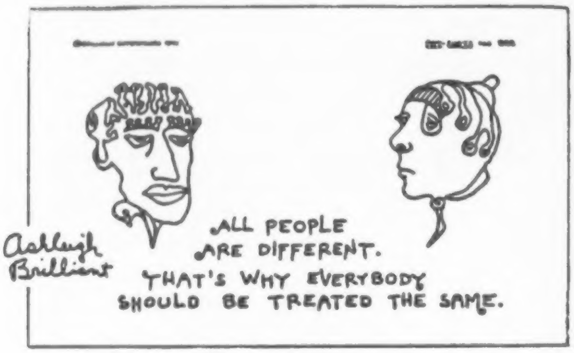
Ashleigh Brilliant

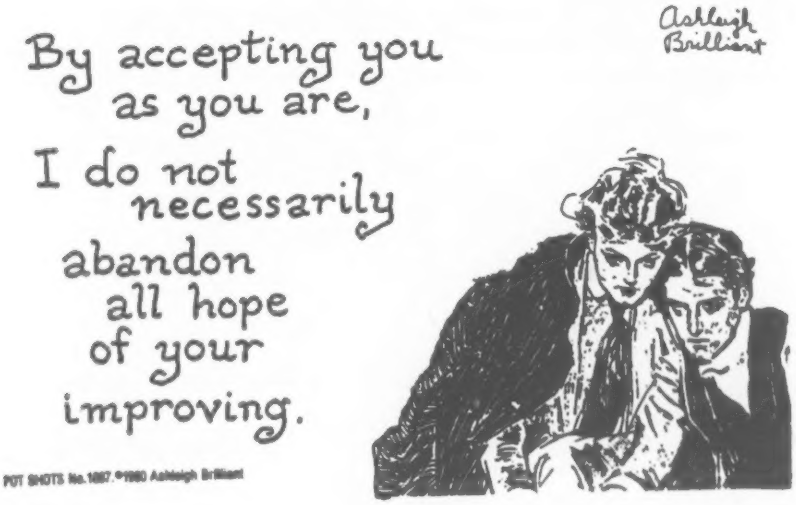
POT SHOTS No.1662 ©1980 Ashleigh Brilliant


CERTAIN THINGS
ARE WORTH
FIGHTING FOR,
Ashleigh Brilliant
IN A
CERTAIN WAY,
UP TO
A CERTAIN POINT.

POT SHOTS No.1730.©1980 Ashleigh Brilliant


ALL I WANT
IS TO BE TREATED
LIKE EVERYONE ELSE,
Ashleigh Brilliant
NO MATTER HOW
REVOLTINGLY DIFFERENT
I AM.


Ashleigh Brilliant
ALL PEOPLE
ARE DIFFERENT.
THAT'S WHY EVERYBODY
SHOULD BE TREATED THE SAME.


Ashleigh Brilliant
By accepting you
as you are,
I do not
necessarily
abandon
all hope
of your
improving.

POT SHOTS No.1687.©1980 Ashleigh Brilliant

GILBERT AND THE COLOR ORANGE

Gilbert hated the color orange. He learned to hate it when he was a young child. In fact, he couldn't remember a time when he didn't hate it.

Now, Gilbert had never actually been around anything that was orange. He certainly didn't have anything orange in his house. But his parents hated orange and so did the rest of his family, so Gilbert knew the color was not to be trusted.

Gilbert went through life avoiding orange. He never tasted the juicy sections of the orange fruit or smelled an orange flower. He never drew with an orange crayon or wore an orange shirt. He never carved an orange pumpkin or watched the sun set in an orange sky. For Gilbert, orange pop, orange flavored sherbet, and orange candy were out.

In high school, the rest of Gilbert's friends signed up for the basketball team, but Gilbert stayed home. The idea of dribbling an orange basketball down the court made him shudder. "Why don't the others understand how horrible orange is?" Gilbert thought.

Because Gilbert hated orange, he missed out on a lot. He feared the color and kept away from it whenever he could. In fact, Gilbert grew to be an old man without ever really tasting or touching or smelling any of the enjoyable orange things in the world.

Gilbert's attitude toward the color orange in the story above is called **prejudice** - that is, Gilbert "prejudged" the color orange before he ever had a chance to know, from experience, what it was like.

Sometimes we have prejudice toward other people or groups of people. We "pre-judge" them without any evidence from personal experience to tell us what they're really like. Our prejudices are unreasoned and sometimes unreasonable. They can hurt us and others.

Can you remember a time when someone "prejudged" you wrongly? How did you feel? What happened?

Can you remember a time when you "prejudged" someone else wrongly? How did you feel? What happened?

Fletcher, R. (1986). ***Teaching Peace.***

WITCH HUNT

The winter of 1692 was long and snowy and cold in the Puritan community of Salem Village. There was not much for young ladies to do except sit properly in their starched dresses, read the Bible, or think "pure" thoughts.

Elizabeth Parris and her cousin Abigail had to be especially prim. Elizabeth's father, the minister of the town, was very strict about keeping the Puritan laws. Entertainment and adventure were not allowed in his household. He believed such activities were the devil's work. But Elizabeth and Abigail longed for some excitement. They were bored with quiet, lady-like ways.

One afternoon, Elizabeth and Abigail crept down to the kitchen where Tituba, the black housekeeper, was preparing dinner. Tituba was unlike the other people in the village. She had grown up in the West Indies Islands where the weather was warm and the living was free and easy-going. Elizabeth and Abigail begged her to tell them stories of her childhood in Barbados. And what wonderful stories they turned out to be! Tales of voodoo, magic and fortune-telling fascinated the two girls for hours. They returned to the kitchen again and again to here Tituba's stories. The afternoons passed quickly.

One day Elizabeth and Abigail invited their friend Ann Putnam to join them. Eventually, other women who were bored and restless also came. The stories created such excitement within the group that Elizabeth, Abigail, and Ann began acting the stories out, pretending that they were under the power of the magical spells Tituba described.

But other people didn't know the girls were pretending. They began to get worried that the spells were real. They began to wonder whether Tituba was practicing witchcraft, the work of the devil. Some people of the village went to Elizabeth's father and told him about the afternoon stories.

When Reverend Parris heard what had been happening under his own roof, he was outraged! He sent Elizabeth and Abigail to their rooms to be punished.

The next week the two girls became ill. Reverend Parris was then sure they had been bewitched. He questioned them for long periods, until they finally confessed that Tituba and two other women of the Village had, indeed, put them under a devil's spell.

Reverend Parris reported his finding to the authorities and Tituba and the other two women were ordered to appear for questioning. Elizabeth, Abigail, and Ann were now so caught up in the excitement of the witchcraft story that they half believed it themselves.

During the hearing they screamed out loud that the women were tormenting them.

The quiet village wasn't quiet anymore.

The village women denied that they were witches and said that they had never tried to harm the girls. But other witnesses began to remember times in the past when they had seen the women doing "witch-like" things: muttering under their breath, owning a cat, wearing a hooded cape, skipping church services, and growing warts. The judges believed the evidence was so convincing that the women were put in jail.

Soon, everyone was frightened of the spreading witchcraft. Villagers began watching each other for signs of evil-doing. They began hunting for those who might be working for the devil. The girls continued their screaming fits. That made people all the more fearful.

During the next four years, twenty people were hanged, and one hundred-fifty others were jailed for the crime of witchcraft.

It was not until 1696 that the girls finally admitted that they had only been pretending.

Fletcher, R. (1986). ***Teaching Peace.***

UNITED NATION'S
DECLARATION OF HUMAN RIGHTS

On December 10, 1948, The United Nations wrote a Declaration of Human Rights. It says:

- ***All people in the universe are born free and equal.***
- ***No one has the right to take away another's freedom because of age, sex, race, color, beliefs, or language.***
- ***These freedoms belong to all people. It does not matter where they live or how rich they are or how much power they have.***

These freedoms could even belong to space people!

1. The right to life
2. The right to freedom
3. The right to be safe from harm
4. The right to humane punishment
5. The right to be treated fairly under the law
6. The right to a trial if a criminal charge is brought against a person
7. The right to be presumed innocent until proven guilty
8. The right to privacy and to an honorable reputation
9. The right to travel within a country or outside of its borders
10. The right to seek asylum in another country
11. The right to a nationality
12. The right to marry and raise a family
13. The right to own property
14. The right to believe and think as a person chooses
15. The right to express an opinion aloud
16. The right to assemble peaceably
17. The right to take part in the government
18. The right to work for a fair salary and to receive equal pay for equal work
19. The right to join or form a union
20. The right to rest and leisure
21. The right to adequate food, clothing, and shelter
22. The right to adequate medical care
23. The right to unemployment insurance in case of sickness, disability, or old age
24. The right to a free education
25. The right to enjoy the arts and to share the benefits of science

Fletcher, R. (1986). ***Teaching Peace.***

3. Exploring Interaction of Work and Family

- Finding Meaning in Work .... pg 87
- Examining Personal versus Family Needs and Wants .... pg 99

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Exploring the Interaction of Work and Family.

RELATED CONCERN:

Finding Meaning in Work.

DESIRED RESULTS FOR LEARNERS:

Students will explore the interaction of work and family as it relates to finding meaning in work.

LEARNER OUTCOMES: Students will:

1. Become aware of the meaning of work in our society.
2. Consider the desired results for work in their own lives.
3. Examine the alternative approaches to work.
4. Analyze the consequences for the various approaches to finding the meaning and value of work.

SUPPORTING CONCEPTS:

A. Meaning of work

B. Preparation for the world of work

C. Transferrable skills

D. Rewards of work

E. Work ethic in the United States

BACKGROUND INFORMATION:

"Work" has different meanings to different people. It may be a "job," a way to earn money in order to buy what is necessary or desired, a place to go or get away from unpleasant circumstances, a way to gain personal satisfaction, or a way to advance one's career and professional development. It may mean what has to be done in order to care for purchased property (e.g., mow the lawn or change the oil in the car). There may be as many definitions to work as there are people.

During the school years, students learn skills common to all jobs. Skills and habits learned in school prepare and train students for employment as an adult (Ulrich-Hagner, Andrews, Stang-Cooke, 1988).

School is the students' work. "Responsibilities, time commitment, possible conflicts with others, and the importance of attitude are easily equated to employment" (Henderson, 1985). The opportunity to be employable is directly and indirectly related to skills and information learned in school (Henderson, 1985).

The skills that are directly transferable to the world of work include math, reading, writing, and science. Many other school subjects and activities give opportunities to students to expand appreciation of life through art, music, books etc. Basic skills and abilities learned in the home are carried over to the work world as well (Henderson, 1985).

The Oregonian (1989) reported that by 1999, 98% of the jobs in the United States will require the formal skills of reading and calculating, according to David Pearce Snyder, a consulting futurist in Bethesda. MD. In the 90's, employers will be desperate for employees with adequeate education, agile minds, and good work habits.

Social skills, including good personal habits, keep people employable. One of the most important career skills that is learned in school, is working with different kinds of people. One does not always get to choose their favorite teacher, group members, boss, or other people with whom they must work cooperatively.

Skills needed to work well with others include empathy, communication, and the ability to give and receive criticism. Clubs and other organizations increase the understanding of group work which is important for successfully working with people.

Characteristics important to school and job success include attendance, punctuality, motivation, responsibility, and dependability. Other characteristics necessary on the job include attendance, compliance to rules and directions, and communication and a positive attitude.

Growth criticism, (using positive ideas to identify problems without hurting feelings), is a way to evaluate progress. People who can evaluate a problem and assume a role on a team to solve the problem are sought by companies looking for quality employees (Ulrich-Hagner et al., 1988).

The meaning of work, reasons for work, and rewards of work need to be explored. A government task force study found three basic factors which motivate workers: economic need, social needs (including status) and personal needs (development of a personal identity). Work can build self-esteem and self-expression. It can help give one an identity and a purpose to life.

The traditional American work ethic suggests that all able-bodied people should work and that work (whether home, school, or worksite) should be a major part of their existence. Efficiency and productivity are regarded as virtues, while idleness and laziness are regarded as weaknesses. Our society rewards a strong work ethic with pay increases, promotions and fringe benefits. Working to the extreme, which is what a "work-aholic" does, gives minimal time to family, individual, and leisure activities. The work ethic prevalent in the United States does not apply to all countries. Instead, value may be placed on relationships or personal interests.

The work ethic in our society makes it difficult for the unemployed and the unemployable because value is placed on the employed and the employable. People who are unemployed often suffer from a lack of identity and can suffer psychological and physiological trauma. They are often victims of blame. Because value is placed on having a job, the jobless often feel useless and lonely.

People in our society who are not gainfully employed include people who are retired, who have been unable to find a job, who are unable to keep a job because of unsatisfactory performance, who lost jobs because of a business closure, who have handicaps which prevent the development of skills necessary for employment and those who lack the education or experience necessary for the jobs available.

Many people who are unemployed seek public assistance to supply their basic needs. This may result in feelings of anger, sadness, and rejection. People in this position can reduce these negative feelings by following these suggestions:

1. Avoid idleness
2. Consider job hunting as work
3. Socialize
4. Engage in physical exercise
5. Maintain a good appearance
6. Take available work
7. Explore new career possiblities
8. Relate to family members
9. Brush up on job search skills

TEACHER PREPARATION:

1. Think about the time when you were a student. What characteristics helped you be successful in school? What characteristics help you with success in your present job? What factors are the same and what are different? In what ways have you had to compromise in order to work?

2. Why do you work? What are the advantages and disadvantages to having a job? How does life differ for those who do not work? Who does not work in our society? How did your gender, class, and family influence your work/career choices?

DIRECTED ACTIVITIES:

Supporting Concept A: Meaning of Work

1. **"Meaning of Work":** Write the word "work" on the chalkboard in large letters. Ask students to make a list of everything that comes to mind when they think of the word "work." The list should contain only one-word answers. (Students will cite words such as: paycheck, alarm clock, hard, etc.).

   Share lists in small groups. Consider which words came up repeatedly. As a whole class, list common words on the board. Discuss the meaning of the word "work" and come up with a common definition by asking the following questions:

   -What are some common descriptions of work?
   -Why do people's ideas of the term differ?
   -What experiences influence a person's definition?
   -Can we agree on a common definition of the term? *(Awareness of Context)*

Supporting Concept B: Preparation for the World of Work

2. **"Preparation for Work":** Secure copies of the school policy manual, mission statement and student handbook. Look for employment requirements for different members of the staff. Have groups of students list the requirements.

   Have students read the rules and regulations for students and make a list of the characteristics of a quality student.

   -Who makes up these rules and regulations?
   -Why might the writers desire these characteristics in students?
   -Why have schools been set up as they are?
   -Whose desired ends are accomplished?

   Using the above lists and resources, have the students write a classified advertisement for a student, for a teacher, and for a principal. Put the ads onto a bulletin board named "The Occupation Monthly," or "The Job Gazette." Analyze the ads for characteristics of compliance and conformity.

   -What terms indicate that everyone is to act the same?
   -What might be some consequences if people acted the same? If they all acted differently?
   -What is the desired result for the people involved in each position?
   -Would you qualify for the "job" of student?
   -Could you keep the job?
   -Does the ad truly reflect the needs of the job? If not, how would you rewrite the description?
   -What other personal qualities could be added?
   -What requirements are not really necessary for the job?
   -Are there any aspects of the principals's job which are not mentioned in the ads? *(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)*

3. **"Personal Qualitities":** Bring in classified ads from a local newspaper and have the students circle personal qualities throughout the ads. Ask students to list the qualities that correspond with the qualities they identified earlier as a requirement for being a good student. Have students list the qualities they think would make them most employable. Have them also list the qualities which may need some effort before they graduate. The purpose of this activity is to help them understand that developing present personal qualities will be of benefit to them on the job. *(Awareness of Context, Consequences of Action)*

4. **"Getting Ready for Work":** For each of the qualities which the student identifies as a quality to work on, have the students brainstorm about how one could acquire or work on that characteristic. *(Desired Results)*

5. **"What Does is Take to Get a Job?":** Have a list of careers cut into strips and put in a basket. Each student should select a strip with a career listed on the paper. Ask each student to research how they would prepare for that career, what personal qualities that career requires, and whether the student feels that he or she could ever qualify for and enjoy that job. The research could involve investigation by reading, discussion, interviewing, etc. *(Awareness of Context, Alternative Approaches)*

6. **"What Will You Be?":** Assign students SM-1 "Career Possibilities." This activity asks students to relate their favorite school subject with a career direction.

   Then have students complete the form SM-2 "What Work Would You Enjoy?" to help them gain insight into career directions.

   Next, have students write about a career possibility. They may choose a career suggestion given them in inquiring about a desired career (SM-1). Have them compare and contrast their own skills and qualities with the desired ones.

   -What are the reasons for your career choice?
   -Who has influenced you? What was their role?

   Have students interview a variety of people in their 40s and 50s as to what their dreams were at age 16, 20, and 30.

   -What are the influences they experienced in a career choice?
   -How does family affect a choice? Race?
   -What stands in the way of goals?
   -Why do people let dreams die?
   -How can you make your dreams come true?
   -What support and help do people need from others to help them realize their dreams?

(Adapted from ***Succeeding On Your Own***, 1986.) *(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)*

Supporting Concept C: Transferrable Skills

7. **"Selling a Skill":** One way to sell a skill is to advertise it. Have students design a poster that will sell a skill they have, (e.g. babysitting, mowing a lawn, shopping and delivery of groceries, house work, etc.) Use the following criteria for the poster as a base: eye catching, announces a service, identifies a skill or skills, assigns an hourly wage to the skill or service, and is easy to duplicate inexpensively. *(Alternate Approaches, Awareness of Context)*

Supporting Concept D: Rewards of Work

8. **"What are the Rewards?":** Use SM-3, "Rewards of Working" to guide students in conducting an interview. When the interviews are completed, make a chart and list the pros and cons of working from all of the student's findings (***Succeeding On Your Own***, 1986). *(Desired Results, Awareness of Context)*

9. **"Asking Those Who Know":** Invite a panel of retired people to answer student questions about the rewards of work. They should share advise they would give students, what they would do differently if they had a chance to start over again, and what they liked best and least about work and retirement, etc.

   (Before the guests arrive, have the students write their questions on index cards. Set the room up like a press conference and ask some students to act as reporters, photographers, and commentators.)

   Later, lead a class discussion about how these people conformed or complied to the norm then. Was there something about the era in which they lived that contributed to success or failure?

   Ask the students to write a story about the panel discussion for the school newspaper. *(Awareness of Context, Desired Results, Consequences of Action, and Alternative Approaches)*

Supporting Concept D: Work Ethic in the United States

10. **"Profiles":** Divide the class into four or eight groups and give each group a copy of one of the work profiles ("Sally's Work," SM-4 and "Jason's Work," SM-5). Have student groups read the profile and answer the questions. Share the reflections with the class and discuss the results of group opinions. *(Awareness of Context, Alternative Approaches)*

11. **"Learning About the Work Ethic":** Tell the students to think about what it would be like not to work.

    -What would it be like to have someone take care of all of your needs?
    -Would you still want to work? Why or why not?"
    -What are the advantages of working? (having control over money, self-satisfaction, meeting people, preventing boredom, etc.)
    -Is it desirable that everyone work?
    -How does each person's family work history influence their views of work?
    -What difference would it make if a person was raised by an unemployed father in comparison to two "work-aholics"?
    -Is the "work ethic" evident in all societies? Give examples.
    -Who are the unemployed in our society?
    -Do these descriptions bring certain connotations with them? Are they negative or positive?
    -How does being a subordinate (un-employed or non-worker) in society get communicated in the terms used (conveys that one is lacking or subordinate)?
    -What are the attitudes of a work-ethic society toward a non-worker?
    -What are the differences between various categories of non-workers? (disabled, laid off, fourth generation of public assistance, retired, ill, fired because of being perpetually late)?

    Have students consult the yellow pages, community directory, or newpaper ads for available resources to the non-worker. Students can compose a list of agencies, departments, and businesses whose goal is to assist the non-worker.

-Who can help the non-worker?
-What kind of assistance is available?
-What would happen if society had no means to help people who did not work?
-Are you (a student) capable of becoming a non-worker? (e.g., It is possible for anyone to become disabled due to accident or disease.)
-How would your goals change if you were disabled?
-How could you use the resources above? (Henderson, 1985)
-What are the results of unemployment to the individual? To the family? To society? *(Desired Results, Awareness of Context, Consequences of Action)*

12. **"A Changing Society"**: Read SM-6, "High-Tech Links Work, Lifestyle."

-What is telecommuting?
-How could telecommuting help non-workers find employment?
-What are other changes that will affect the jobs of the future? (Oregonian, August 23, 1989) *(Awareness of Context)*

RESOURCES:

Books and Periodicals:

Henderson, G. (1985). *Dimensions of life* (pp. 242-263, 272-273). Cincinnati: Southwestern.

Niles, J. (1989. August 23,). High-tech links work, lifestyle. *The Oregonian.*

(1989, December 31). *The Oregonian.*

(1986). *Succeeding on your own* (Teachers Resource Guide) pp.42-46. Orlando: Harcourt Brace Jovanovick.

Ulrich-Hagner, L., Andrews, M., and Stang-Cooke, M. (1988). *Decisions in action* (pp. 270-286). Cincinnati: Southwestern.

Curriculum Guides:

Schultz, J. (1988). *Balancing work and family* (pp. 107-111). Ames: Iowa State University.

SM-1

CAREER POSSIBILITIES

Directions: Name your favorite subject in school: __________.
Talk with teachers of that subject, school guidance counselors and others in the field to answer the following questions:

1. What kinds of careers are related to this subject?

2. Which one sounds the most interesting to you?

3. What kind of education do you need to prepare for this career?

4. How long would it take you to prepare for this career?

5. What is the salary range for this job?

6. What is the current job market for this particular career?

7. How might it change by the time you are ready to begin?

8. Are you willing to invest the time and money it takes to prepare for this career?

9. Considering what you have learned about this career, is it still something you wish to pursue? If not, what other options would you like to explore?

WHAT WORK WOULD YOU ENJOY?

SM-2

Directions: For each characteristic listed below, place a check mark in the appropriate column, depending on whether you can answer "yes" or "no" to the statement.

		YES	*NO*	*?*
1.	I like to work with my hands.	___	___	___
2.	I like to solve problems in my head.	___	___	___
3.	I like to think of new ideas.	___	___	___
4.	I like making important decisions.	___	___	___
5.	I like to coordinate groups of people.	___	___	___
6.	I enjoy chairing a committee.	___	___	___
7.	I enjoy working with others.	___	___	___
8.	I like to be my own boss.	___	___	___
9.	I enjoy competition.	___	___	___
10.	I like to spend many hours driving or flying every day.	___	___	___
11.	I like new challenges.	___	___	___
12.	I enjoy speaking to large groups.	___	___	___
13.	I like to work hard.	___	___	___
14.	I enjoy writing.	___	___	___
15.	I am a "morning person."	___	___	___
16.	I am a "night person".	___	___	___
17.	I like to work inside.	___	___	___
18.	I like to work outside.	___	___	___

(Continued on next page)

19. Using your checklist on the other side, list as many jobs as possible that would allow you to work in the way that you prefer.

20. Which of the jobs listed in #19 would you probably enjoy the most? Why?

REWARDS OF WORKING

Directions: Interview one person for each of the categories stated below. Ask each person his or her age, job title, and benefits he or she receives from working.

High School Student with a Job

Age:

Job title:

Benefits from work:

Working adult without children

Age:

Job title:

Benefits from work:

Working adult with children

Age:

Job title:

Benefits from work:

Retired person

Age:

Last job title:

Benefits from work:

Person who is presently unemployed

Age:

Last job title:

Benefits from work:

SM-4

SALLY'S WORK

Sally runs a small craft shop near her home. Her customers are local individuals. She enjoys helping people meet their needs and is known for her creativity and personal attention. She could expand her business to a larger area and let someone else deal with customers. She would make more money if she expanded, but would have less contact with customers. Sally has decided not to expand her business.

1. Why do you think Sally decided not to expand her business?

2. How does her business relate to the following reasons (needs) for work?

   a. Economic:

   b. Social:

   c. Personal:

3. Which of the above needs do you think is the most important to her?

4. If you were Sally, would you expand your business?

5. How are personal values evident in Sally's decision?

6. How are personal values evident in your decision?

Adapted from Schultz, J. (1988). ***Balancing Work and Family.*** Ames: Iowa State University, pp. 107-111.

JASON'S WORK

Jason works for a large computer company entering data all day. He makes a very comfortable salary. He has made many friends at work and usually makes plans with them after work. Jason's work is not challenging and he often gets bored. He has been offered another position at a similar company that offers more challenge but a lower salary. He has decided not to take the other job.

1. Why do you think Jason decided not to take the other job?

2. Do you think Jason minds that his work is boring?

3. How does his job relate to the following reasons (needs) for work?

   a. Economic:

   b. Social:

   c. Personal:

4. Which of the above needs do you think is the most important to him?

5. If you were Jason, what would you do?

6. How are Jason's personal values evident in his decision?

7. How are your personal values evident in your decision?

Adapted from Schultz, J. (1988). ***Balancing Work and Family.*** Ames: Iowa State University, pp. 107-111.

THE OREGONIAN, WEDNESDAY, AUGUST 23, 1989 **FORUM**

High-tech links work, lifestyle

Tele-commuting in the West an idea whose time has come

By JOHN S. NILES

In many parts of the western United States, jobs are geographically out of balance with the people to fill them. In some rural areas, people want to work, but there are no jobs for them. Yet, in some Western cities, good jobs go begging.

According to a recent report by The Aspen Institute, the 1987 unemployment rate in metropolitan counties in 13 Western states was 5.9 percent, while in rural counties in these states, the unemployment rate was 9.1 percent. The gap between metropolitan and rural unemployment rates is, in fact, higher in the West than in other parts of the country.

Meanwhile, increased distances between jobs and homes in some Western urban centers are resulting in commuting times that are too long and rush-hour traffic congestion that is becoming intolerable.

These are tough challenges for civic leaders in both the private and public sectors. But in both cases, telematics, the new technology of mating computers with telecommunications — along with the concept of moving information instead of people — might provide solutions.

For example, companies can now set up information-intensive branch operations — called "back offices" — wherever telecommunications can reach, which is almost anywhere.

Consider, hypothetically, an insurance company worker whose job is checking previously filled-out forms for completeness and errors. In a traditional office, the forms might be delivered to this form-checker by a worker sitting at a desk to his right. After the forms have been checked, they might be handed off to another desk to the checker's left.

However, with image transmission via telecommunications, those desks to the right and left of the form-checker could be across town or even thousands of miles way. A computer terminal attached to a telecommunications network can efficiently deliver the forms to and from the checker's desk from distant locations.

This means that economic development officials in rural areas can now look to information-based branch offices of telemarketing firms or insurance companies, for example, as alternatives to traditional industries like agriculture, mining and forestry, which have experienced significant job losses.

According to a report in The Wall Street Journal, an Omaha-based telemarketing firm created 500 telephone sales jobs in Breda, Iowa, and other small Midwestern farm towns in the past 2½ years. The jobs were quickly filled by local residents who might otherwise have moved away or remained unemployed or underemployed.

In urban areas, also, telematics is a new force shaping work and lifestyles. The same technologies bringing new jobs to small towns can also bring work closer to — or even into — the homes of workers.

This is known as telecommuting. In Los Angeles and Sacramento, officials are already exploring telecommuting as a way to cut rush-hour "people commuting."

In Washington state, Gov. Booth Gardner recently convened a special conference to explore telecommuting as a means of reducing traffic in the Seattle area. As a result of the conference, business, government and union officials are planning a project in which 300 workers in a dozen organizations will try telecommuting in 1990.

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The idea of moving information instead of people, whether from urban centers to rural areas or as a means of reducing rush-hour traffic in cities, is an idea whose time has come.

Telematics is now increasingly available as a way for Westerners to avoid the curse of urban traffic congestion, while, at the same time, providing jobs for those who prefer a rural lifestyle.

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PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Exploring the Interaction of Work and Family.

RELATED CONCERN:

Examining Personal versus Family Needs and Wants.

DESIRED RESULTS FOR LEARNERS:

Students will examine the interactions of work and family as it relates to family needs and wants versus personal needs and wants.

LEARNER OUTCOMES: Students will:

1. Consider the context of how the work place is affected by family needs and how the family needs are affected by the work place.
2. Analyze the consequences of action when deciding upon income versus career-based work values.
3. Examine the alternative approaches to balancing work and family.
4. Consider the desired results of work and family goal setting and achievement.

SUPPORTING CONCEPTS:

A. How the work place is affected by family needs and how family life is affected by the work place.

B. How societal changes have had an effect upon work and family dynamics.

C. Family goals for work.

BACKGROUND INFORMATION:

"Perhaps one of the central themes of this era has been women's (and many men's) struggle to reconcile the conflicts between work and family life, to attain some reasonable balance between working and loving." (Beach, 1988)

The worlds of work and family life interact and affect each other. Because employer and family compete for time and energy of the individual, new emphasis has been placed on the effect of this relationship. Corporate loyalty, worker attitudes, incentives and lack of employee availability are concerns of the work place. (Pare, 1988) When job performance behaviors were checked by 500 business employers from Maine, those which resulted from work/family conflicts were fatigue, tardiness, overtime refusal, low productivity, absenteeism, and poor health. In the same study, employers saw the following family issues as problems: high stress, financial problems and shortage of time.

The effect of family life on the work place can be positive and supporting or negative and difficult. "Skills and attitudes learned in families are cited as useful in the job setting, while problems with relationships or times of crisis cause difficulties" (Pare, 1988). Childcare constitutes the most difficult challenge of family life upon the work place. As the children get older, the effects are lessened.

It is difficult to know when a child can begin to understand the challenge of "balancing work and family." When society seems to approve of late teens' ability to care for themselves and the middle school child is rapidly developing and maturing, confusion about readiness exists. The middle school child undergoes the greatest changes and a nurturing environment, so essential to this age group, may not be available. Our busy society often has no time for helping teens through these disturbing years.

The fact that families function most effectively based upon the contributions of both children and adults needs to be explored. The pay-off for middle school-aged children in balancing work and family is that these children will enjoy more family harmony, a value ranked high by emerging adolescents. Interpersonal skills, resource management skills, decision making and consequences, and the understanding of individual uniqueness are important components of the middle school curriculum (Pare, 1988).

Children and adults together make up a family team in a healthy family. Everyone may work for the good of the whole family, with or without payment or allowance. Working parents need the support and help of children. Everyone on a team must help and do their share (Ulrick-Hagner, Andrews, and Stang-Cooke, 1988). Because of the characteristics common to the middle school age child, the idea of creating a team approach in the family will be most successful if the student can realize the benefits (***Statesman-Journal***, 1986).

Balancing work and family issues may be more difficult when the family is headed by a single parent. Over 20% of all families are headed by women and nearly half of all children born today will spend some time in a single parent or reconstituted family (Pare, 1988). Single-parent families are often poor and are headed by women who receive only 60% of the pay received by men doing the same work (Pare, 1988). Heading a family is an enormous responsibility and single heads of families often lack support in this demanding role. One family in six is headed by a single mother; 5.5 million are poor families with children. This means that the poor are overwhelmingly children.

About 94% of married people are not poor and the primary reason is that many American households are made up of men and women who work outside the home. Households where there are two incomes and well-educated and professional married couples over 35 years of age, are lifting millions of families out of the middle class (Naisbitt and Aburdene, 1990).

Female employment in the U.S. has been rising since the 1980's. It is accompanied by a rise in the average age at which women marry, a decline in family size, and a jump in the divorce rate. Now 68% of women with children under 18, are in the work force (Filips, 1989).

Women still do 75% of all household tasks and perform many roles in our society. These roles may include being a member of the work force, a parent, or a caretaker of the elderly and young. The average work week in America is clocked at 47 hours (***Time***, 1989). That includes work outside the home and does not account for household, family, and community tasks.

As we move into the 90s, people will feel more harried in a time-short society. Workers will change some of the ways that things are done, but commuting time, and traffic congestion are expected to rise. This indicates increased demands on resources that take away from both family and the work place. Most Oregonians believe it will become even tougher to juggle the demands of being a parent with working an outside job (Filips, 1989).

"Work values that are based only on economic benefits will produce different short- and long-term work goals, than work values that emphasize self-fulfillment" (Henderson, 1985). There are values and goals that relate more strongly to income or a career. It is important to study the orientation of the person or family to see if the orientation is slanted toward the income or career components. (See SM-1, "Work/Family Value/Goal.") The value of work for the family can be primarily income-oriented, career-oriented, or integrated between the two. If family members are aware of and accept family/work values and goals, each type of family can be considered successful.

The wise management of resources (especially time) is paramount to balancing work and family. Techniques such as scheduling systems, communication systems, quality versus quantity time, delegating responsibilities and prioritizing activities help people juggle their available time (Henderson, 1988).

TEACHER PREPARATION

1. **Take a deep breath and think about this past week and how the needs and wants of your family have affected the demands of your job and visa-versa. How does teaching school relate in both a negative and a positive way to the energy and time demands of family life?**
2. **Visualize a television program featuring your family as you cope with everyday demands. Would it be a comedy or a drama with plenty of suspense? Think about the diversity of parent's jobs and family climates that each student copes with every day.**
3. **Think about your own childhood experience and the messages your parents provided about work, careers, income, and family responsibility.**
4. **Think about the needs of middle school age children. How do the demands of work and family life make it difficult for adolescents to get the kind of nurturing they need to get through these most difficult years?**

DIRECTED ACTIVITIES

Supporting Concept A: How the Work Place is Affected by Family Needs and How Family Life is Affected by the Work Place

1. **"Life at Home":** Introduce the idea that the family members have different directions to go. There are individual and family needs that prevail each and every day. Have the students list the people who live in their house, where they go each day and what time they must be at their destination. Have students draw a cartoon about life at their house before they leave for school in the morning. (To build interest as students come to class, have other family cartoons, such as SM-2, available on a table for students to view.) Post the student's cartoons on the wall or bulletin board. Describe and list the main themes portrayed by each cartoon.

   -A cartoon usually makes us laugh. Are the people in the cartoons laughing? Why or why not?

   As a class, brainstorm a list of ideas presented in the cartoons. What are the messages they portray? Have students work in groups to identify consequences generated from this list. Relate the consequences to the worker/student. (It would be helpful if the teacher could personalize the idea with a story of a personal experience. For example, once you may have been dressed and ready for work when your child spilled orange juice on your suit the same day you were being evaluated by your administrator first period. That experience made you pressed for time, less confident because the suit was dirty, and generally stressed.)
   For your example, have students predict the teacher's mood, confidence, and the outcome. Have them think of ways to control the outcome of the example given. Brainstorm other ways that the work place is affected by family demands.

   As a class, write some ways to help the worker successfully cope with the demands of the family. Make the list one that starts with "do" or "don't", such as "Do get a good night of sleep so that one can approach the situation with humor or fresh ideas" or "Don't sleep so late so that there is little or no time for emergency situations."

   Help students be aware of the societal context in work and family situations.

   -What are the messages society sends regarding balancing work and family?
   -What are some conflicting messages which prioritize home over work? Work over home?
   -What has happened historically in families and society to create the belief that family members should go in different directions (industrialized society, public education, etc.)?
   -What are the advantages of that? The disadvantages? *(Awareness of Context)*

2. **"Effects":** Help students understand the impact that work has on family by using SM-3, "The Effects of Work on the Family" (Henderson, 1985) as a resource and SM-4, "The Effects of Work on the Family," as a student worksheet. (Examples for "student" column—Economic: costs of being a student; Scheduling: study time, school day, activities; Personal Satisfaction: social contacts, intellectual stimulation, etc.).

   Consider the effects of family on work by having students in small groups list ways that family affects the world of work.

   -Would the list be the same for all families? In all cultures? For persons of all ages? For all workers?
   -In what ways would they be alike? Different?

   Divide the class into 2 teams. Conduct a debate where one team maintains that the family affects the work place and the other team maintains that the work place affects the family. Which affects the other more? Ask students to write a short perception check at the conclusion of the debate and hand in for evaluation. Students should conclude that the family and work are interrelated and that each can affect the other. *(Awareness of Context, Consequences of Actions)*

3. **"Family/Work Decisions":** Give each student a 3 x 5 card. Ask them to think about times their parents' jobs interferred with family events or needs and have them write these on the cards. Collect the cards and mix them up so that no one knows who has written each one.

   Divide the class into groups of 3 or 4 and give groups a copy of SM-5 ("Ways Work and Family

Affect Each Other"). Clarify each statement with a "W" for work and "F" for family to identify which one it is associated with. Give each student one of the index cards completed earlier and have them (as a group): a) read the situation on the card, b) select statements on the handout (SM-4) that explain the situation on their index cards and c) write the statements of explanation on the back of the index card. As a class, discuss how work and family affect one another. (Adapted from ***Balancing Work and Family Guide***, 1988.)

Ask students to solve some of the problems that they presented on their cards.

-How do families make decisions about situations that conflict with family and work?
-What would happen if one always favored the family or if one always favored work in deciding what to do?
-Are the decisions always easy and clear-cut? *(Alternative Approaches, Consequences of Actions, Awareness of Context)*

4. **"Job Performance":** Use SM-6 ("Job Performance Behaviors...") as a transparency master. Add other behaviors to the list. Ask the students to relate the behaviors to their own lives as students.

-Do you ever experience any of these behaviors as a result of family life circumstances? When? Where—at home or at school?

Have students write a letter about themselves that will illustrate how they cope or handle each of the behaviors listed on the transparency. *(Awareness of Context)*

Supporting Concept B: How Societal Changes Have Had an Effect Upon Work and Family Dynamics

5. **"Family Work and Relationships":** The simulation in this activity is designed to provide an experience in which students can consider how work in families is distributed and how family relationships are reflected in family work situations.

On the first day, "families" will decide work assignments and make arrangements for how they will carry out the task:

a. Divide the class into groups of 3 to 5 persons.

   1. Assign or have groups select the family type they will represent: single parent, extended, two-parent, blended, foster, etc.

   2. Have students decide as a group, the particular role each group member will take, (e.g., mother, step-father, teen, 4-year old, no parent at home, etc.). The teacher may use this as an opportunity to assign different family types to students to illustrate societal changes.

b. Assign a simple meal for the families to prepare. The menu should be one that involves different and inter-related tasks (e.g., toasted cheese or tuna sandwich, tacos, carrot sticks, juice, shake, etc.).

c. Specify the following expectations for each family:

   1. Everyone in the family must have at least one cooking job and one clean-up job.

   2. The family must sit down and eat together. Everyone must be seated before eating begins.

   3. The work must be completed before any family member may leave. The work area will be checked at the end of class.

d. Brainstorm as a class, the work that will have to be done. List specific tasks/jobs (e.g., gather groceries, clean dish towels, equipment, prepare different foods, pre-heat oven, wash dishes, clean work area, etc.).

e. Family groups will decide which members will perform particular tasks. They will make plans for the following day's activities using planning forms that are normally used for food lab experiences.

f. On the second day, the meal will be prepared, served, and eaten. When "families" sit down to eat, SM-7 ("Questions for Thought") will be distributed so students begin to think about the questions and write the answers that evening.

g. On the third day, allow a few minutes at the beginning of the period for students to meet with their family group to discuss and answer the questions on the discussion sheet "Questions for Thought" (SM-7). Then meet as a total class and discuss the question (Family, Work and Careers Curriculum, 1987).

Additional questions could be asked to help students understand the work/family situation.

-What are the consequences when one team member does not do the job?
-What can a family do to help team members participate?
-How did we get the idea that moms or daughters should do the cooking? That dads and sons should mow the lawn?
-What are the benefits of family member forming a team?
-What is family harmony?
-How might the definition vary throughout cultures?

Help students to realize that while meal preparation is the primary task in this situation, other tasks like clothing maintenance, cleaning a kitchen, solving problems, and so forth, can be used. *(Awareness of Context, Consequences of Action, Alternative Approaches)*

6. **"Work and Family, A National Concern":** Divide the class into groups and give each group a copy of the following quotation. Ask the students to rewrite the quote in their own words as it relates to their world. Ask groups to share their results with the class.

"Children are the nation's most precious resource, one that the American people must invest in wisely. Secretary of Labor, Elizabeth Hanford Dole, testified before the House Ways and Means Committee on April 27, 1989, that the quality of life of our nation's families, and the continued competitiveness of America in a global marketplace, are both dependent on the care we provide our children" (Filips, 1989).

-How does the availability and quality of childcare relate to the worker?
-Do you know anyone who would like to go to work, but cannot find,nor afford childcare?
-Why is childcare a larger issue today than it was for our grandparents?
-What are some factors that caused women to go to work?
-Was life really better in the "good old days"?
-How was life simpler in your grandparent's time?
-How was life more complex when your grandparents were raising your parents?
-How is life simpler and more complex today? *(Awareness of Context)*

Supporting Concept C: Family Goals for Work

7. **"The Enjoyment of Work":** Have the students close their eyes and imagine being somewhere and doing their favorite activity. Maybe they would be swimming, walking, biking, skiing, or ice-skating. Ask the students to imagine having this experience for a few minutes and then opening their eyes and describe how they felt. Write a list of the feelings on the board.

Ask the students to close their eyes again. Now ask them to think of a job that requires a lot of effort, like studying for a test, sweeping the sidewalk, raking leaves, shoveling snow, stacking the wood, hoeing the garden, cutting the grass, cleaning the toilet, and so forth. Ask the students to share their feelings again.

As a class, list on the board all the tasks which must be done to run a home. Be sure they include tasks which are not as obvious, such as clean refrigerator, clean shower, shampoo carpet and wax floors. After each one, indicate whether the task needs to be done daily, weekly, or occasionally. Help students understand that people's standards and priorities are different and that everyone's list would not look the same. Emphasize that nearly everyone must do work and if we choose a type of work that uses the traits we enjoy the most, we enjoy our work.

Ask students for the difference between leisure and work. Using the feelings shared in each of the two concepts, write a generalization based on each. For example, when one enjoys an activity, she or he may feel energized, carefree and happy.

When one does not enjoy an activity, she or he may feel angry, resentful, tired, grumpy, and mad.

Ask students to divide a sheet of paper in thirds vertically. In the left column, have students list jobs that they have no interest in doing and in the right column, have students list the jobs that seem more appealing. Share the results of the checklist. Allow the students to see how people look at tasks differently.

Using the same lists, have students circle the jobs that take physical exertion with a red pen and underline the jobs that take mental exertion with a pencil. Students should tally the results on each side of the paper and then write a statement about their job preference. (For example, the student may indicate a preference for a physical-type job to offset a preponderance of mental work.) *(Awareness of Context, Desired Results)*

8. **"Keeping Life in Balance":** One's life can be divided into three areas: work, self, and family. Give the students a copy of "Keeping Life in Balance" (SM-8) and allow them time to read the information on the first side of the paper. Discuss briefly.

On the second side of the paper, read the directions to the students. Work on the first item. Work on #1 together by having a student read about Tyrone. Draw three circles on the chalkboard. Ask three students to come to the chalkboard and divide the circle to represent Tyrone's life and to label each section with family, work, or self. Ask "What examples of work are in Tyrone's life? (goes to work five days a week, travels out of town once a month, sometimes over-night travel, attends evening meetings)".

-What examples of self are in Tyrone's life? (Works out at a YMCA three times a week.)
-What examples of family are there in Tyrone's life? (Unknown, but wife and children complain they do not see him.)
-Which part of Tyrone's life is the largest portion? (Work)
-Which part is the smallest portion? (Family)
-How do you think Tyrone feels about his wife and children complaining?

Complete the drawing and check the student papers for understanding. Ask the students to complete items 2 through 5 individually.

When the students have completed their graphic illustrations, ask them which of the circles seemed to be in the best balance for them. Discuss what the consequences could be for each example.

-Is it always possible that life is equally balanced? Is it ever possible?
-Is the answer different for different people? Who? Why?
-What are possible consequences if someone thinks life is supposedto be balanced?
-How does one get one's life back in balance?

Choose the most lop-sided example and make suggestions to rearrange the life to include an equal measure of each. Stress that the balance may not occur on a day-to-day basis but rather should occur over-all. (Adapted from ***Balancing Work and Family***, 1988) *(Consequences of Action, Awareness of Context, Desired Results)*

9. **"Life in and out of Balance":** Put SM-9 on the overhead to show life in and out of balance. Discuss the concept of balance. Ask the students to use SM-10 ("My Activities") to keep track of their life for 24 hours. When they return, ask them to create a circle to illustrate the way in which they spend their life. Ask students to write how they could balance their life more or how they keep their life in balance now. (A record could be kept for more than 24 hours, such as for 3 days, to get a broader picture.)

Ask the students if the record they kept was a typical example. Help the students see that it is not necessary or always possible to balance every day. One portion of your life may take precedence in a given time period. For example, if a child is sick, a parent may put more emphasis on family, a parent may need to work on a weekend, a couple may want to get away for a weekend, and so forth. This give-and-take of activities is called being flexible. An individual's life should balance as one looks at a longer period of time and not just one day. (Adapted from *"Balancing Work and Family,"* 1988)

Ask the students what desired results they would like in their present and in their future family. How will they achieve the goals that they imagine for that future family or life away from their parents? How would the students like to balance their time? What is the desirable balance between self, work, and family? *(Awareness of Context, Desired Results, Alternative Approaches)*

10. **"Discovering the Degree of Family Absorption in Work"**: Study SM-1 ("Work/Family Value/Goal") as a resource to explain the three degrees of family absorption in work: Primarily Income-Oriented, Integrated, Primarily Career-Oriented. Review the meaning of each with the students. Ask students to list their favorite family television programs. Have the students classify each family from the television programs into one of the three categories.

Use SM-11 ("Goals and Values") with students to further illustrate the three orientations to work.

Ask the students to think about their own families and classify the jobs of family members. Have the students think of their job as a student.

-Why are you in school? Is it because society requires an education (primarily income-oriented)?
-Do you enjoy the pleasure of work and learning? Does the work of school surpass your desire to spend time with family and friends? Are you in school to prepare for a future job and life in general (primarily career-oriented)?
-Do you enjoy a combination of the two, where family life, school life, social life, and intellectual stimulation are all important (integrated)?

Discuss the consistency of the value of work with the goals one has for the future.

-How do your future goals affect you as a student now?
-What difference does it make for you now if you want to become a doctor? A home-builder? A parent? A greenhouse attendant?
-Does everyone have to have a family?

11. **"Interactions"**: Have students categorize the situations on SM-12 ("Interactions") as examples in the work place, in the home, or both. *(Desired Results, Alternative Approaches)*

12. **"Values Are Revealed When We Study How We Spend Our Time"**: Locate SM-13 (newspaper article on Time). Divide the class into groups so that each of the three groups can read and study the diary of one person.

Ask the students to draw a circle and illustrate the balance of work, self, and family. Then have the students categorize the values/goals by studying the chart on SM-1. Ask a spokesperson to share the scenario, diagram, category of values/goals, and their assessment of the situation.

-Are these people happy with their lives?
-What are the circumstances in each person's life that contributed to their choices?
-How would you like your own life to differ from these?
-What can you learn about work and family from studying others?
-How can you evaluate your own life and how you spend your time?
-What are the desired results of life in general? *(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)*

RESOURCES:

Books and Periodicals:

Beach B. (1988, September/October). Families in the home workplace. *Illinois Teacher,* 32 (1), pp. 23-26.

Filips, J. (1990). An up-to-the-minute look at time. *The Oregonian.* (pp. C1, 5,6).

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Zdanowicz, A. Focus on families: One business zeros in (pp. 30-31). *Illinois Teacher*, 32 (1).

Curriculum Guides:

Department of Public Instruction. (1987). *Family, Work, and Careers* (pp. 54-56). Madison, WS.

House, R. and G. (1986). *Succeeding on your own (A Teachers Resource Guide)* (pp. 174). Orlando: Harcourt, Brace, Jovanovich.

Iowa State University. (1988). *Balancing work and family issues* (pp. 40-60). Ames, IA.

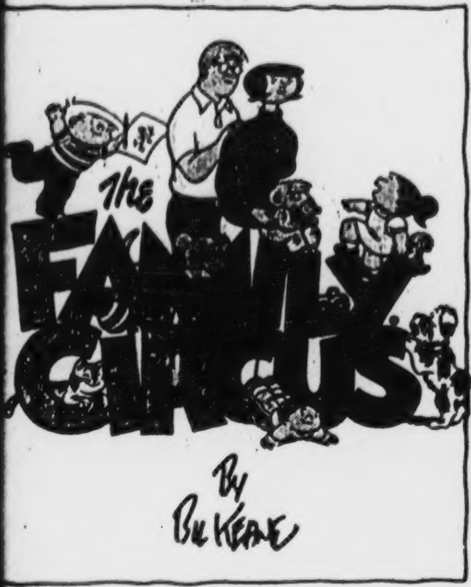
Other:

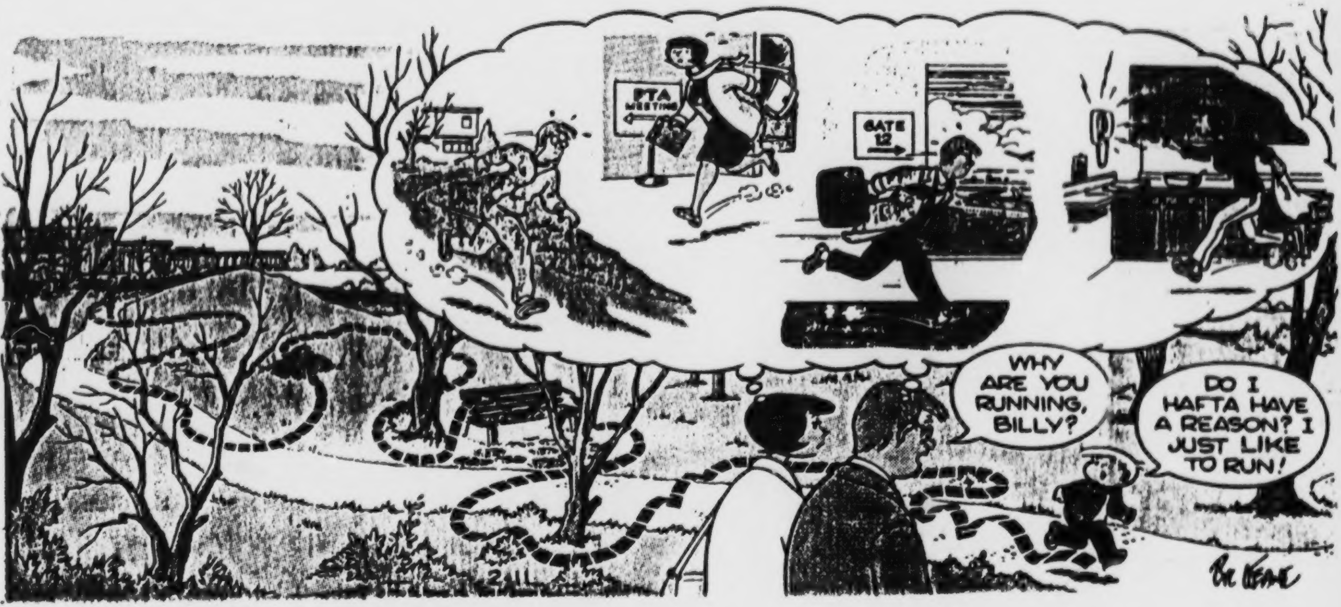
Balancing Work and Family Coordinators, Oregon Community Colleges.

WORK/FAMILY VALUE/GOAL

	Primarily Income Oriented	Integrated	Primarily Career Oriented
Value of Work for the Family	Work brings only financial means of existence: necessary evil.	Work is highly valued yet other aspects of life are equally valued.	Work provides major meaning and fulfillmen for family memebers.
Identifying Behaviors	• Family finds major pleasures in outlets other than work.	• Pleasure received from both work world and other aspects of life.	• Pleasure is gained from work world.
	• Family activities are totally apart from work world.	• Family activities contain a mixture or balance with the work world.	• Many or most family activities have a base in the work world.
	• Family members only vaguely aware of actual work of other family members.	• Awareness of actual work activities of other family members.	• Family members are strongly aware of and may be involved in some aspect of each other's work world.
Goals	• Short range: continue to maintain job in order to have income.	• Short range: seek career/work challenges tempered with meaningful personal and home life.	• Short term: continually improve work position in order to gain new challenges and personal growth in the work world.
	• Long range: discontinue work as soon as financially possible in order to seek pleasure elsewhere.	• Long range: retire at typical stage; maintain interest in work world yet develop new interests and capabilities.	• Long term: extend work life as long as possible; retire late or not at all; work interest continues into later years.

Henderson, G.H. (1985). ***Dimensions of Life***. Cincinnati: Southwestern.


The
FAMILY
CIRCUS
By
Bil Keane


PTA MEETING
GATE 12
WHY ARE YOU RUNNING, BILLY?
DO I HAFTA HAVE A REASON? I JUST LIKE TO RUN!
Bil Keane

The Effects of Work on the Family (Resources)

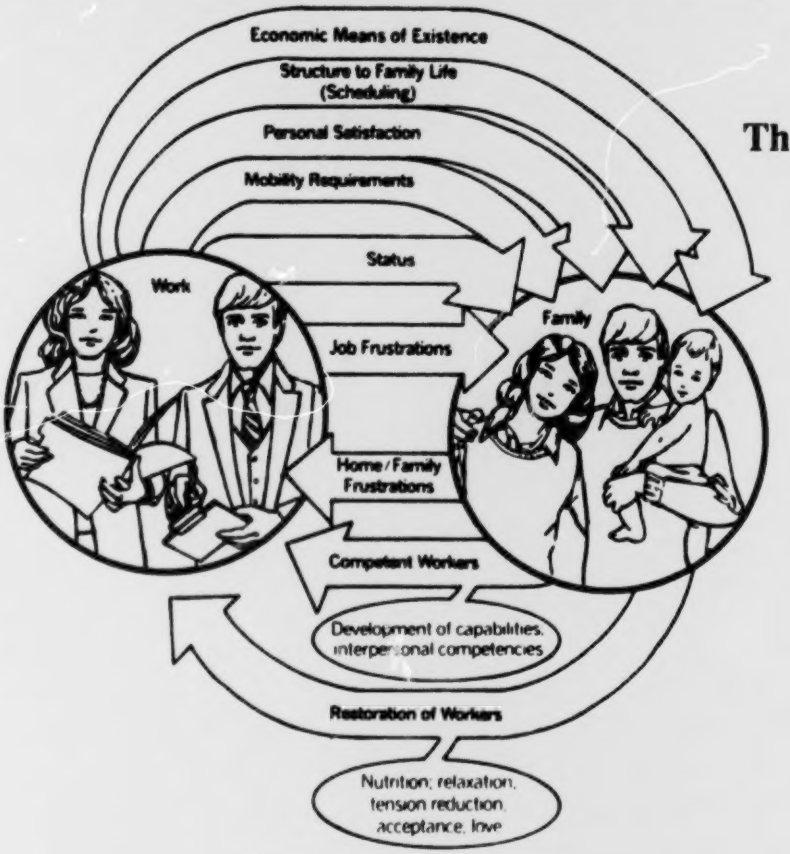

Economic Means of Existence
Structure to Family Life (Scheduling)
Personal Satisfaction
Mobility Requirements
Status
Work
Family
Job Frustrations
Home / Family Frustrations
Competent Workers
Development of capabilities, interpersonal competencies
Restoration of Workers
Nutrition; relaxation, tension reduction, acceptance, love

Figure 13–2A. The worlds of work and family are not separate. They are strongly related.

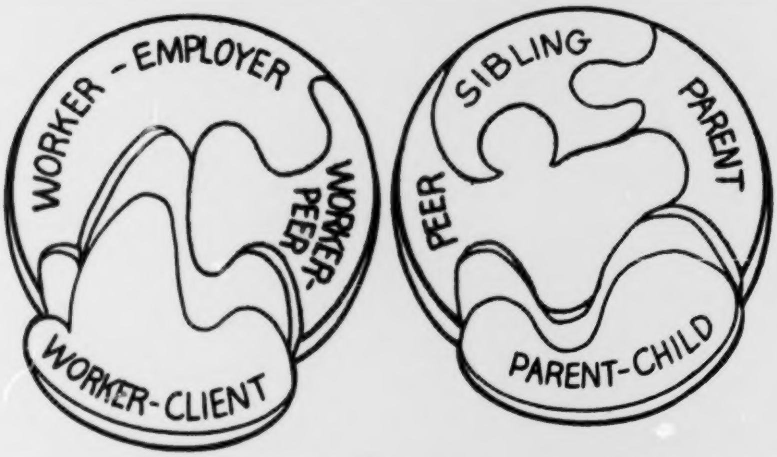

WORKER - EMPLOYER
WORKER-PEER
WORKER-CLIENT
SIBLING
PARENT
PEER
PARENT-CHILD

Figure 13–2B. Within both the work world and the family world there are various interactions.

Henderson, G.H. (1985). ***Dimensions of Life***. Cincinnati: Southwestern.

SM-4

THE EFFECTS OF WORK ON THE FAMILY

Directions: *Consider how the world of work affects the family by completing the chart below. List possible effects in the left column and then note how it might affect a student and a parent's job.*

EFFECT	STUDENT	PARENT'S JOB
- Economic means of existence		
- Structure to Family Life (Scheduling)		
-		
-		
-		
-		
-		
-		
-		

WAYS WORK AND FAMILY AFFECT EACH OTHER

Below is a list of ways which work and family affect each other. What others can you think of?

Finding quality childcare

Having time for self or to be with other family members

Managing household tasks

Salary too low, benefits not enough

Number of hours worked per day/week

Disagreement with supervisor

Travel out-of-town

Disagreement with family member(s)

Divorce or separation

Death of family member

Low partner support

New personal relationship

Poor health of family member(s) or self

Physical demands of work (toxic chemicals, strenuous tasks)

Caring for aging parents

Iowa State University (1988). ***Balancing work and family.*** Ames, IA.

SM-6

JOB PERFORMANCE BEHAVIORS RESULTING FROM WORK/FAMILY CIRCUMSTANCES

1. Fatigue
2. Tardiness
3. Overtime Refusal
4. Low Productivity
5. Absenteeism
6. Poor Health
7.
8.
9.
10.

Pare, 1988.

QUESTIONS FOR THOUGHT
FAMILY MEAL ACTIVITY

Directions: *Think about these questions as you participate in the family meal activity. Write your answers tonight so we can talk about the experience tomorrow in class.*

1. What role (for example, mother, sister, grandfather, preschooler) did you play in the family meal situation?

2. What was your job?

3. How did your family decide who was going to do what job? How do you feel about the way the decision was made?

4. Who depended on you to do the work you were assigned? Why was this true?

5. Who did you depend on to do their work so you could do yours? Why was this true?

6. Give at least one example of a way that the work in the family meal situation is similar to what happens in real families.

Iowa State University (1988). ***Balancing work and family.*** Ames, IA.

KEEPING LIFE IN BALANCE

Name____Date___________________________

Everyone has many demands on their lives. As a teenager, our family expects certain behaviors from you. Do you have to babysit for your younger brother or sister sometimes? Or clean your room? School has certain rules also. Is there homework in at least one class tonight? Your job has demands too. Perhaps your employer needs you to work Saturday from 9:00 a.m. to 5:00 p.m. Then there is *you*. You have a need to be by yourself and to do things for yourself. Do you read, play basketball, eat, or sleep?

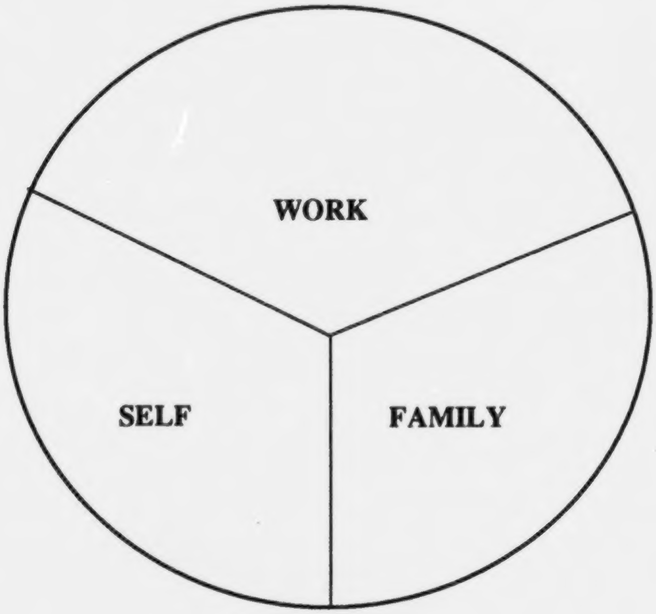
You need to be able to give the appropriate amount of time and energy to each aspect of your life: self, school/ job, and family. There will always be conflicts in the way you want to divide your life. As an adult, you will also need to balance family, work, and self.

Work refers to the area of your life in which you will most likely spend the majority of your time. This includes having a job, maintaining a home, doing volunteer work, or going to school.

Another area is family, which includes the activities involved in being in a family.

The final area is self; all the activities you do for yourself. These include eating, sleeping, exercising and pursuing hobbies.

The figure below illustrates a person's life in balance.



Directions: *Read each example of a person's life. Draw lines in each circle to show how their life is divided. Include all three areas in each circle.*

1. Tyrone goes to work five days a week. About once a month, he has to travel out of town for his employer. Occasionally this means he is gone over night. He also is expected to attend evening meetings. It is important for his job that he stay trim and well-groomed. So he works out three times a week at the YMCA. His wife and children complain they never see him.

2. As a single parent, Siu-Linn is concerned that her children receive enough attention and good care. She reads everything she can about nutrition and childcare. The part-time job she has fits her schedule well. She is home when her children are home. The position does not pay well and offers little hope for advancement. She has little time for herself.

3. Dale is working full-time and going to school to finish his degree. He enjoys spending time with his two children. He takes them to the movies, shopping, out to eat, and watches them play softball. Lately, he's been having headaches, indigestion, and doesn't sleep well.

4. Think about your parent or another adult. Complete a circle for them. Write a brief story about them on the lines below.

   ____

   ____

   ____

   ____

5. Think about yourself. Complete a circle describing your life. Write a brief story about yourself on the lines below.

   ____

   ____

   ____

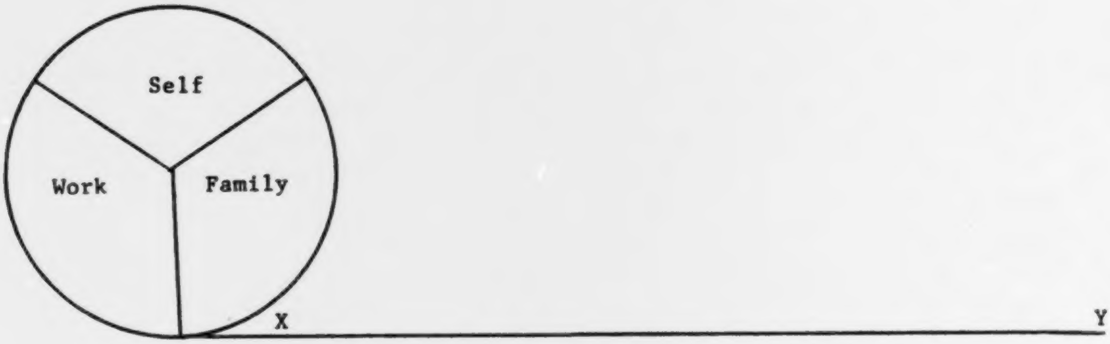
   ____

Iowa State University (1988). ***Balancing work and family.*** Ames, IA.

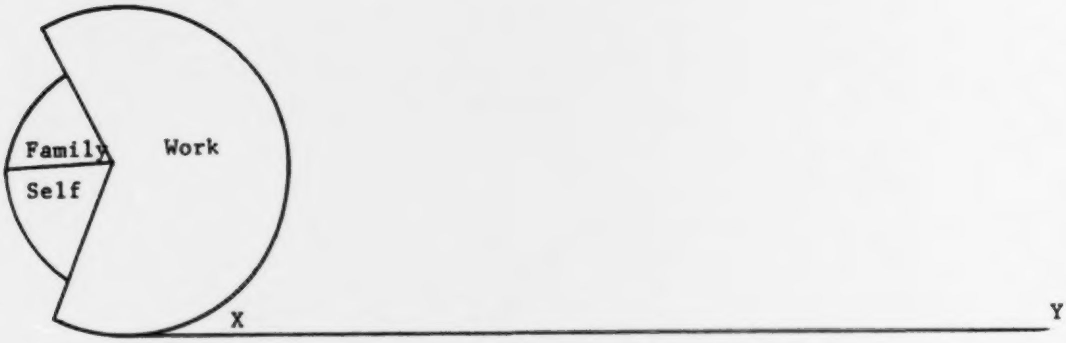
SM-9

LIFE IN AND OUT OF BALANCE

Life in Balance


Self
Work
Family
X
Y

Life out of Balance


Family
Self
Work
X
Y

132

Iowa State University (1988). ***Balancing Work and Family.*** Ames, IA.

MY ACTIVITIES

SM-10

Name________________________________Date____________________

Directions: This time log starts with class today. Continue to fill in the blanks until the next class. Leave the columns "area" and "priority" blank. These will be completed later. Remember, each day should only have 24 hours in it.

Time			Activity	Priority	Area
Start	End	Total			

Iowa State University (1988). ***Balancing work and family.*** Ames, IA.

SM-11

GOALS AND VALUES

The goals and values related to work and family might be better understood by considering three families: The Moneysmiths who are primarily income oriented; the Fulfillers who are primarily career oriented; and the Middlers who have an integrated orientation. Read about these families and consider how the work values of these families affect their long- and short-term goals.

The Moneysmiths are primarily income oriented. Mr. Moneysmith works with a large corporation where he makes all arrangements for the business trips for the top executives. Mr. Moneysmith's desk job keeps him busy from 9:00 a.m. to 5:00 p.m., but seldom requires time during evenings or weekends. Ms. Moneysmith is a temporary office worker employed at various places each week. She also does some typing from her home. The Moneysmith's main interest is in a horse farm outside of the city, which they purchased five years ago. They spend nearly every weekend there, and their lives and the lives of their three children center around horses and horse farm activities. Mr. Moneysmith plans to retire as soon as possible and move to the farm.

Mr. Fulfiller is a landscape architect who previously worked for a large company. He now owns his own business where he plans and implements landscaping for both businesses and residences. Ms. Fulfiller is a kindergarten teacher, very devoted to her profession. She has received various awards for excellence in teaching and is highly respected. Her hobby is photography, which she applies to both her schoolwork and to landscaping work. She has a photo diary of all the landscaping architecture projects completed by Mr. Fulfiller. Both Mr. and Ms. Fulfiller bring work home with them in the evenings and on many weekends. Bob Fulfiller, their son, just entered college where he plans to take small business management classes and later assist his father. Sue Fulfiller is still in high school, but she has an avid interest in horticulture and plans to study this further beyond high school. Both children have accompanied their father on many of his jobs. Many family vacations are centered around visiting outstanding landscaping sites. Family communication often centers on this topic. Mr. and Ms. Fulfiller both plan to continue their careers and they probably will choose late retirements. Mr. Fulfiller feels that even after officially retiring, he will probably continue with a job here or there.

Mr. and Ms. Middler are x-ray technicians who met while in school. They work at different sites, however—Ms. Middler at a hospital and Mr. Middler at a large x-ray laboratory. Both enjoy their work and discuss it often at home. Their daughter seems to have some interest in the medical technology field, but their sons have other interests. Though the Middlers are very involved in their work, it does not enter their home lives to a great extent. Family activities center around other actions, primarily sports. The Middlers both plan to retire at the usual retirement age. They may then pursue their hobbies of gardening and china collecting.

It should be clear that none of these models is best. All three families contain members who are good workers, who do their best for their employers in their specific jobs, and who are concerned with society as a whole. All three models can function positively if family members are aware of and accept family/ work values and goals.

Henderson, G.H. (1985). ***Dimensions of life.*** Cincinnati: Southwestern.

INTERACTIONS

Directions: *Consider the following situations and determine whether they represent examples of interaction in the work place, in the home, or both.*

1. The autumn sales meeting in Carl's company requires a lot of take-home work for Carl.

2. Ms. Lane, the school principal, enjoys knowing students and seeing them grow up to take their places in the community.

3. Greg does well at his part-time job in the clothing store. He has a real ability to relate well to people.

4. Mr. Carson's recent divorce has been very upsetting for him. He has trouble concentrating on his job.

5. Eva feels good when she returns home from work, hugs her husband, and gets kisses from her two children.

6. Jane's difficult semester at college was helped by the love, affection, and acceptance shown by her parents and sister.

7. The plastics company closed. The workers were told they could keep their jobs if they moved to the new plant.

8. Doris got the job at the greenhouse because her father had taught her about plant care and plant identification.

9. Sonia's mother is the school superintendent. All the teachers know Sonia and expect the best grades and behavior from her at all times.

AN UP-TO-THE-MINUTE LOOK AT

TIME

☐ Three Portlanders keep diaries of a typical day's activities to show what can happen to their precious time

By JANET FILIPS
of The Oregonian staff

The Oregonian/DANA E. OLSEN

Cindy Summers says her leisure time took a hike after her son was born.

Americans are as short of time as they are short of patience on the freeway. If the professional soothsayers are correct, most people in the early '90s won't have much time for sipping lemonades in a hammock.

Just what are people so busy doing? To get a clue, we asked three Portlanders to keep a diary Thursday, Dec. 7, then talk about how they spend their time.

The three were in different situations. Cindy Summers, married and the mother of a toddler, works full time outside the home. Karen Smith gave up her full-time job to raise her toddler daughter earlier this year. To help her husband with the economics, she cares for three other children in their home. Gary Rogowski is unmarried and runs his own business, designing and crafting fine wood furniture.

CINDY SUMMERS: WORKING MOTHER

Motherhood changed time for Cindy Summers.

Before her son, Brent, was born 2½ years ago, Summers spent two nights a week in classes sponsored by her employer, U.S. Bank. She ran, sweated through exercise classes, rode her bike, studied finance. She sewed her own clothes, read books and the newspaper, took leisurely shopping trips. She and her husband, Ron, hiked in summer, joined friends for spur-of-the-moment dinners after work, went to movies.

Third in a five-part series

But like others before her, 35-year-old Summers' sundry personal pursuits quickly turned to dust when she began working at both a career and raising a child.

"We have an exercise bike and Soloflex in the basement." On her 1990s wish list? "Just relaxing." Summers laughed at the thought. "I don't know if I can do that anymore. Time to leisurely read the paper, without interruption, read a book, go window shopping, work on my house, sew and knit."

Meanwhile, since starting at the bank in 1976 as a teller, her responsibilities have grown. As assistant manager at the Menlo Park branch in Northeast Portland, she handles commercial loans and coordinates personnel for five branches.

Please turn to TIME, Page C6

Time: Diaries of day show chores, routine leave little free time

■Continued from Page C1

Her dream at the office is for greater flexibility. With planning, she can take compensatory time to join Brent for holiday parties with his playground co-op, and to take her turn supervising the children on the equipment. But she'd like that flexibility more regularly: to be with Brent, to run errands she'd rather not put off until the weekend, to go for lunch with friends she doesn't have a chance to see.

Luckily, Summers' mother quit her own job to care for Brent and another grandchild. Summers lives in Southeast Portland, near her mother's house and the bank. So three or four days a week, she zips to her mom's for lunch with Brent.

Cindy Summers' schedule:

6 a.m. — Wake up, shower, dress for work.

6:30 — Wake up 2½-year-old son, Brent. Feed the dogs.

7 — Take Brent to her mother's house, who watches him. Eat breakfast together and dress Brent.

7:40 — Secretary is off for the day, so pick up the bank branch's mail at the post office.

8 — Prepare for staff meeting.

9 — Run staff meeting.

10 — Open bank.

10:30 — Review memos for upcoming meeting.

11 — Make follow-up phone calls for commercial loans customers and tracing a lost deposit.

11:30 — Check with five bank branches to make sure everyone has taken vacation and banks will be adequately staffed during the holidays.

11:50 — Leave for lunch with Brent at mother's house. Put Brent down for nap.

12:50 p.m. — Stop at dry cleaner on way back to work.

1 — Answer phones, help customers during lunch hour.

2 — Work with commercial loan customer.

2:30 — Telephone commercial accounts.

3 — Fill in on secretary's desk, handling phones and lobby traffic.

3:30 — Work on agenda and handouts for upcoming meeting about personnel needs.

5 — Wrap up work on desk, clear secretary's desk.

5:45 — Grocery shopping. Buy ground meat and tortillas intending to make burritos.

6 — Pick up Brent.

6:15 — Home. Get Brent settled. No lettuce or tomato in refrigrator, so make hot dogs with chili and shredded cheese for dinner. Meanwhile, husband and Brent watch children's video in living room.

7 — Family eats dinner.

7:30 — Wash pots by hand and load other dishes in dishwasher. Brent plays with dishwater and makes toast. Clean up toast. Make fruit punch for Brent.

8:15 — Give Brent a bath and put him to bed.

8:30 — Go to basement and organize Christmas presents for wrapping. Husband goes to bed at 9.

9:30 — Pack Brent's diaper bag for the next morning and take to car. Read Parents magazine. Get ready for bed.

10 — Sleep.

KAREN SMITH: HOMEMAKER

Independence Day came July 31 last year for Karen Smith. She quit her post as secretary to the shoe buyer at the Washington Square Nordstorm to be home with her daughter, Kelsey, now 2½, and her stepchildren, 11-year-old Jason and 14-year-old Sarah.

The Oregonian/DANA E. OLSEN

Karen Smith, above, makes cookies with help from Karli Brown, 2 (left), and Kelsey Smith, 2½. Gary Rogowski, below, works in his shop.

The Oregonian/MICHAEL LLOYD

Smith, 34, rolls her eyes. "I don't know how, when I worked, I got everything done."

She loves popping into jeans and a sweatshirt for the day, skipping makeup, being home when the older kids get back from school and seeing Kelsey grow up.

When she was at Nordstrom, Smith calculated the expenses of being a working mother. What with commuting from Southeast Portland, child care, lunches and clothing, she was $500 in the hole a month. Because she wasn't enamored with her job — "I don't like dealing with someone telling me what to do" — her choice was clear.

"The difference," she said, "is the paycheck." Even though her job had been a money loser, she needed to feel she was kicking dollars into the family coffers. Smith solved it by caring for three other children at her house. Besides bringing in money, it vicariously satisfies a desire of hers that she and her husband can't afford: another child of their own.

She's happy with the way her time goes. "It's filled," Smith said.

In fact, this year she was the host for Christmas for 20 relatives at her house, a project she "no way" would have taken on while working outside the home. Two nights a week, she heads to aerobics class and caps the evening with a glass of wine with friends.

Karen Smith's schedule:

6 a.m. — Get up, shower, dress.

6:30 — Ricky, the 1-year-old Smith watches, arrives. Wake 14-year-old Sarah for school.

7 — Wake 11-year-old Jason for school. Make school lunches. Remind children to eat, brush teeth, gather school things.

8 — Six-month-old Clark, another child Smith watches, arrives. Get students off to school and husband, Bob, to work.

8:15 — Karli, a 2-year-old Smith watches, arrives. Kelsey, Smith's 2½-year-old, wakes up. Make children frozen waffles, apples and toast with peanut butter. Feed Ricky and put him down for a nap.

9 — Clean up kitchen.

9:30 — Feed Clark and put him down for a nap.

10 — Do laundry. Ricky wakes up. Mix dough for Christmas butter cookies.

10:30 — Set children up with coloring books, crayons and scissors.

11 — Have a cup of coffee and start to watch "The Young and the Restless" while folding laundry and keeping girls from arguing. Make butter cookies with Kelsey and Karli. Clark wakes up.

11:30 — Make macaroni and cheese and apple slices for lunch for the children. Work crossword puzzles while they eat.

Noon — Do laundry.

12:30 — Put Kelsey, Karli and Ricky down for naps. Clean kitchen from lunch. Give Clark a bottle and put him down for a nap.

1 — Make beds, water plants. Eat apple and cold chicken for lunch.

2 — Personal project time. Sew children clothes for Christmas presents.

2:30 — Stepdaughter Sarah arrives home from school. Visit with her and urge her to get homework done. Ricky wakes up.

3 — Karli and Kelsey get up. Girls snack on cookies they had baked in the morning.

3:15 — Wake Clark. He goes home.

SM-13C

3:30 — Stepson Jason arrives home from school. Clean kitchen and pick up house.

4 — Make cup of tea and watch "The Oprah Winfrey Show."

4:30 — Ricky's parents pick him up.

5 — Karli goes home.

5:30 — Jason's friends converge at house for basketball practice, then another mother hauls them away. Start dinner.

6 — Get Sarah off to dance practice. Go grocery shopping.

6:30 — Pick up Jason from basketball and attend parents' organizational meeting.

7 — Dinner with Sarah, Kelsey and Jason. Bob eats at friend's house while watching fights on HBO.

7:30 — Clean kitchen. Check Jason's math homework.

8 — Give Kelsey a bath.

8:30 — Relax with a glass of wine.

9 — Put Kelsey to bed. Read "Don't Cry Big Bird" then snuggle and talk.

9:30 — Spend time visiting with Jason then help get ready for bed. Get Sarah in gear to straighten her room and get ready for bed.

10 — Watch "Knots Landing" while lying in bed.

11 — Sleep.

GARY ROGOWSKI: CRAFTSMAN

Gary Rogowski is the maker of his own structure. He lives alone and works alone, so it's up to him alone how to divvy up his days. And he's happy with the outcome. "My life is paced well," he said. "I like the way it's paced."

The 39-year-old furniture designer likes waking up early on a Sunday, heading to his Northeast Portland woodworking shop, spending the day making furniture — then sleeping in on Monday morning. He likes sitting down at 10 at night to work on drawings if the spirit moves him. He likes giving his clients a basic time frame for their piece and simply telling them, "You'll get it as soon as it's done."

After 16 years of woodworking, Rogowski has learned that deadlines make for an inevitable 2 a.m., crisis-filled finish. The rush would burn him out and throw off his synch. "I try to work steadily," he said. "I'm happiest when I'm working on three or four pieces at the same time."

His life has a lot of freedom, which he relishes. But it's balanced by the ultimate deadline that presses each month: bills.

Woodworking is all hands-on labor and no short cuts. The up side is that Rogowski accepts only projects that interest him. They may take a lot of time, but it's time devoted to fulfilling work.

The realities of running a small business — bookkeeping, planning, phone calls — keep him from immersing himself solely in the artistic side of design.

His days aren't frantic. He works with music in the background to match his mood — jazz, rock or classical. Outside of the shop, he gives himself time to keep up with the newspaper, read books (he graduated from Reed College after studying literature), write, swim, play tennis and city league volleyball.

When he heads home about 7 or 8 at night, his routine is to cook dinner, handle household chores and spend the rest of the evening relaxing.

Rogowski sees friends and makes it to movies and plays but would enjoy more of such "basic recreating." His analysis of his business is a handy summation of life in the '80s: "There's so much to do," he said, "and not enough time to do it."

Gary Rogowski's schedule:

7 a.m. — Get up, dress, eat cereal, toast and coffee while reading the newspaper.

8 — Stop at Lair Hill Market en route to work for a bagel to eat at midmorning.

8:30 — Arrive at studio and check phone messages on answering machine. Message from new client about a dining room table they had discussed once. Review notes on the discussion.

9 — Work on scale model of a drawing table for a client to surprise his wife with under Christmas tree. Compare the model with the actual drawing table for accuracy.

9:30 — Work on table top edge.

10 — Talk on phone with Valko Sichel of Northwest Futon. He called to discuss doing limited edition, upscale work for the store.

10:30 — Review notes on bed design, production figures and pricing from discussion last year with Valko. Drink coffee, eat bagel.

11 — Work on scale model of drawing table.

11:30 — Sidetracked by proposition from Northwest Futon. Reread journal notes about the struggles of the woodworking craft. Lease is up soon and must make decision about renewal. Call friend Jim about dinner that night.

Noon — Insurance agent drops by to talk about a new policy and payment schedule.

12:30 p.m. — Work on scale model. Friend Robbie calls about tennis game tomorrow. Call Taunton Press for feedback on partially written article sent to them: a critique of a New York show of furniture designed for the office and hospitality industries.

1 — Eat brown-bag lunch at the shop. Call about a used car from classifieds. Look over insurance policy and bills. Return call from dining room table client and set up appointment.

1:30 — Glue up scale model.

2:30 — Draw moldings for table, figure out the shape and size of the hardware, mill some wood.

3 — Talk with woodworker in California who is making a futon couch/bed based on an article written by Rogowski for Fine Woodworking magazine. Answer his questions, then continue milling wood.

3:30 — Cut up strip of molding for friend David's kitchen.

4 — Run to carbide saw shop to buy router bits.

4:30 — Back at shop, work on table.

5 — Go swimming at Reed College pool.

6:30 — Stop at Jim's house, then head to dinner.

7 — Dinner at Day for Night.

8 — Head to galleries for First Thursday open houses: Vox Furniture, Quartersaw and Pulliam/Nugent galleries.

9:30 — Remo's Ristorante with Jim for more conversation. Topics: women, writing.

10:30 — Home. Wrote in journal, read short stories.

11:15 — Sleep.

4. Promoting and Developing Caregiving Skills

- Identifying Characteristics and Responsibilities of the Caregiver .... pg 123

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN RELATED TO SELF-DEVELOPMENT AND CAREGIVING:

Promoting and Developing Caregiving Skills.

RELATED CONCERN:

Identifying Characteristics and Responsibilities of the Caregiver.

DESIRED RESULTS FOR LEARNERS:

Students will recognize the appropriate characteristics and responsibilities of the caregiver.

LEARNER OUTCOMES: Students will:

1. Explore some of the personal characteristics that are desirable in a caregiver.
2. Consider the contributions of a family support system.
3. Examine the psychological factors which affect caregiving and the role modeling in a caregiver.
4. Determine alternative approaches to caregiving responsibilities.
5. Realize the consequences of actions related to becoming or to choosing a caregiver.

SUPPORTING CONCEPTS:

A. Caregiving characteristics -

   1. A healthy psychology
   2. A knowledge base to meet needs
   3. An awareness of desired results for children
   4. Supporting and modeling development

B. Responsibilities of the caregiver -

   1. Mirroring acceptance versus negative reflections
   2. Meeting physical, emotional, and intellectual needs

BACKGROUND INFORMATION:

Knowledge about and skills for giving care to infants, toddlers, and older children are very important. Children develop best when others do not expect too much or too little of them. Children have many needs, including physical, intellectual, emotional, and social needs (Chamberlain, 1986). Neglecting children in any of these ways is considered abusive. Caregiving is a concept that requires a tremendous amount of knowledge and yet it can be simple as well. Love is not all there is to caregiving, but knowledge without love is not caregiving.

"The future of the world depends on our children's conceptions of themselves. All their choices depend on their view of themselves." Getting attention, being prized and valued, and having growth applauded are basic emotional needs of every human. From the sixth month on, the fetus lives an active emotional life. After birth, our self-image comes from the eyes of our caregivers. The parenting person in the child's first three years of life needs to mirror admiration and acceptance. The child needs a face with accepting eyes to reflect his or her self. Most children first learn about themselves in the mirroring eyes of their parents (Bradshaw, 1988).

Of course, there are many kinds of parents and other caregivers with different reflecting mirrors. Many children feel that their parents and/or caregivers reflect unacceptance. The child sees their reflection as bad or unacceptable. The child has been shamed into thinking that he or she is not worthy of developing authenticity. The divorce rate, drug abuse, incest, eating disorders, and physical battering are evidence that something is radically wrong in our society. With tongue in cheek, Ashleigh Brilliant (1980) said, "If you hide your feelings for long enough, you may eventually forget what they are." You may forget feelings, if they originated in prelanguage caregiving, but feelings evolve into behaviors that can destroy the self and society. If we are abused in families we learn to defend ourselves by repressing our feelings and may display rage at possessions or friends. "We numb out." We use all kinds of things to distract us from our feelings, such as alcohol, drugs, sex, food, and other escapes. Addictions are substitute pain killers which come to make us feel as bad as we previously felt. A sad axiom which is intended to be funny is "I probably deserve the medal for loneliness but who would think of nominating me?" (Brilliant, 1980) says a lot about the human condition.

Children need to have their self-esteem needs met. The parenting person or the caregiver needs to understand that the goal of parenting or baby-sitting is not to make the child obedient. There are many primary and important needs of children that are the responsibility of the caregiver. As mentioned, the first need is for a warm, loving person to mirror, echo, and affirm the child. The second need a child has is to be touched in order to establish a contact - someone to trust and depend on. The third is that the child needs to be able to express emotions freely (e.g., glad, mad, sad). The child also needs to get attention and feel prized, valued, and applauded. The fourth need children have is to be different and to have physical space. The child needs to experience autonomy and individuality. Lastly, children need direction as their role to be learners (Bradshaw, 1986).

Children need a huge amount of support from adults who should have respect for the child, respect for the child's needs, tolerance for the child's feelings, and a willingness to learn from the child's behavior.

The family has needs too. The family should have the following needs woven within the fabric of its nurturing folds:

1. A sense of worth
2. A sense of physical security or productivity
3. A sense of intimacy and relatedness
4. A sense of unified structure
5. A sense of responsibility
6. A need for challenge and stimulation
7. A sense of joy and affirmation
8. A spiritual grounding (Bradshaw, 1988)

A family ideally involves a mother and a father who are committed to one another in a relationship. They need to be secure enough to parent their children without contamination. That is, parents need to have a mature autonomous nature so that their children do not need to fill their psychological needs.

People who are caregivers need to shed themselves of techniques that destroy the healthy development of the child. Therapy, verbalization, and other techniques of recovery need to be explored to promote healthy and truly nurturing caregiving (Bradshaw, 1988).

A healthy family system includes good role modeling. The parental role is mainly to model how to be a man or woman, husband or wife, how to have a functional life, and how to have an intimate relationship. Parents also play roles of nourishing teachers. Good and nurturing teachers give time, attention, and direction to their children.

The personal qualifications of caregivers should include a caring about children as people and developing humans; enjoying the physical, mental, and social worlds of children; and feeling comfortable helping with a child's physical needs. The caregiver needs to be kind and patient, have good coping skills, and be able to accept physical closeness from children (Decker, 1988).

Marjorie Brown (1980) states that the desired results for the family should include a sense of self-control and self-direction, a sense of intimacy, privacy, and a sense of permanence in human relationships. In all instances the information that really matters regarding human caretaking is that adults need to be consistently tender, aware, and accepting rather than belittling, critical, and diminishing. Because human suffering is the greatest perennial problem, it seems that the caregiver of humans is the cradle of optimum human potential.

TEACHER PREPARATION:

1. Think about all of the people who served as your caregivers. Which caregivers were true mentors and which ones left negative impacts upon your responsiveness? What were the characteristics of the best caregivers you had? Why were these people so great?

2. If you had the power to affect all of the caregivers in the world in a positive way, what would you wish for all of the children? Can you see an approach to influence caregivers in a compelling way?

DIRECTED ACTIVITIES:

Supporting Concept A: Caregiving Characteristics

1. **"Characteristics of Caregivers":** Cut a house shape out of construction paper and paste or draw a heart in the center of the shape. Divide the class into groups and lay a house on the center of each group table.

   On the reverse side of the house, have the students list people (using initials) who were cruel to them. Have the students think of people who cared for them who were negative. The students need to then consider what qualities these people had that caused the students to bring them to mind.

Ask the students to turn over the house and write the names of their favorite people. After the agreed upon time has passed, ask the students to draw a line from the people to the heart if the student considered the person they listed to be a caregiver to them. Now ask the students to brainstorm in their groups about the qualities that made these people so special in their lives. Post a large sheet of paper in front of the room for the students to list the key words or characteristics these caregivers possessed. Ask the students to list the word only once and to examine the total list. When they are finished, read "Cat's In the Cradle" (SM-1). Ask the students to listen for the central theme and to think about the message of the song (Mawhinney and Peterson, 1986). *(Awareness of Context, Desired Results)*

Supporting Concept B: Responsibilities of the Caregiver

2. **"Choosing to Care":** Ask the students to establish ideals for caregivers using the list they have constructed plus any other characteristics they would like to add at this time. (They may wish to add ideas like drug free, loves me, etc.) Ask the students to imagine that they have a three-year-old sibling whom they care about very much. The students should imagine that they are in charge of finding a caregiver that would help their sibling get the very finest care possible from now until the child was 18. Ask the students to write a list of interview questions that would help them identify the optimum caregiver. Consolidate and duplicate the interview questions and ask students to use resources and personal reactions to give answers that would assure that the 3-year-old sibling would grow up realizing his or her greatest potential.

Read "A Parable, the Tragedy of Tragedies, the Story of Hugh" (SM-2) (Bradshaw, 1986).

-What does it mean to be a caregiver?
-What possible differences could be seen in this hypothetical child if the choice of caregiver had all the characteristics given for an ideal caregiver?
-What are possible outcomes of a poor choice?
-In what situations do parents choose a caregiver for their children (e.g., parents may decide to become a caregiver and when they chose a marriage partner, they will also be choosing a caregiver for their children.)?
(Desired Results, Alternative Approaches, Consequences of Action)

3. **"A Better Society":** Ask the students to think about the answers they chose in response to the interview forms in Directed Activity #2 above.

-How does the answer stated reflect your belief about how people should treat children?
-If you could change one thing in the world about how people treat children, what would it be?
-How can people learn to treat children better?
-Why do we think children should be treated better?
-Why are some people cruel to children?
-How could better treatment of children change the world? *(Consequence of Action, Desired Results, Awareness of Context)*

Ask the students to create a better world with geographic qualities of countries, rivers, mountain ranges, and cities with names that reflect the qualities of a caring society.

Example: A heart shaped country could be called Love, with Hug Mountains, Awareness Peak, Attention River, Mirror Lake, Peace Ocean, Mature Creek, etc. The discrepancies between a caring and a non-caring society could be created in a garbage heap with Criticism Cartons, Yelling Trash, Poor-Listening Slime, Put-Down Pollution, and Bad-Mouth Mold. The students could create symbols of their pet peeves and loves about caregivers and graphically carry them up to the board to simulate creating a better world.

The students should be supplied with felt-tipped pens, scraps of construction paper, scissors, and paste. This would feel like an action or affirmation as students got involved. If you do not have more than one bulletin board use wall areas or cupboards to display the students work. Students from other classes will learn passively about these qualities as they study the displays. *(Desired Results, Alternative Approaches, Consequences of Action)*

4. **"The Worth of Caregivers":** Give each student a piece of paper that simulates money. Ask the students to close their eyes and try to imagine what they would pay someone to keep their sibling or their future child safe for one week. Discuss the range of ideas which will vary from very low to very high.

   -Why would people put such a low value on the care of their children?
   -What are the baby-sitting wages for students in the class?
   -Does it mean that people who offer higher wages value their children more?
   -How does the salary of childcare work compare with other jobs?
   -How is the amount determined?

   Survey students on the per hour cost of piano, gymnastics, ballet, horse riding, or swimming lessons, etc.

   -How do the hourly costs of lessons for children compare with child care costs?
   -How would raising the amount of money paid to child-care workers affect the quality of the care that the children receive?
   -How could the quality be improved?
   -Are mothers and fathers valued as caregivers? Why or why not?

   Think about the ways that your money could go to improve conditions for children. Think of your play money as a wish. Write your wish on the money and tack it up to this money tree (tree branch in a vase or a sketch of a tree on a bulletin board) which symbolizes support for better conditions for children.

   -What could this class do as an effort to help children? *(Desired Results, Alternative Approches, Awarness of Context)*

5. **"Closing Activity":** Have students write a letter of recommendation for themselves for a baby sitting job. Personal qualities that would be beneficial for a baby sitter should be included. The letter should cause student reflection on Activity #1 which could be posted in the room. If students feel too self-conscious talking about themselves, they could write the letter about a friend or a class partner. *(Awareness of Context, Desired Results)*

RESOURCES:

Books and Periodicals:

Bradshaw, J. (1988). *Bradshaw on: The family.* Deerfield Beach, FL: Health Communication, Inc.

Brilliant, A. (1980). *I have abandoned my search for truth, and am now looking for a good fantasy.* Santa Barbara, CA: Woodbridge Press Publishing Company.

Brown, M. (1980). *What is home economics education*? Minneapolis: University of Minnesota.

Chamberlain, V. (1986). *Teen guide* (6th edition). New York: Webster Division,McGraw Hill.

Decker, C.A. (1988). *Children: The early years.* South Holland, IL: The Goodheart-Wilcox Co, Inc.

Mawhinney, T. and Peterson, C.J. (1986). *Child development: Parenting and teaching.* Cincinatti: Southwestern Publishing Co.

CAT'S IN THE CRADLE

My child arrived just the other day.
He came into the world in the usual way.
But there were planes to catch and bills to pay.
He learned to walk while I was away.
And he was talkin' 'fore I knew it, and as he grew
He'd say "I'm gonna be like you, dad,
You know I'm gonna be like you."

And the cat's in the cradle and the silver spoon.
Little boy blue and the man on the moon.
"When you comin' home dad?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

My son turned ten just the other day.
He said "Thanks for the ball, dad, come on let's play.
Can you teach me to throw?" I said "Not today
I got a lot to do." He said "That's O.K."
And he walked away, but his smile never dimmed,
And said "I'm gonna be like him, yeah,
You know I'm gonna be like him."

And the cat's in the cradle and the silver spoon.
Little boy blue and the man on the moon.
"When you comin' home dad?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

Well he came from college just the other day.
So much like a man I just had to say
"Son, I'm proud of you can you sit for awhile?"
He shook his head and said with a smile
"What I'd really like dad is to borrow the car keys.
See you later. Can I have them please?"

And the cat's in the cradle and the silver spoon.
Little boy blue and the man on the moon.
"When you comin' home son?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

I've long since retired. My son's moved away.
I called him up just the other day.

I said "I'd like to see you if you don't mind."

He said "I'd love to dad if I can find the time.
You see my new job's a hassle and the kids have the flu
But it's sure nice talking to you, dad,
It's been sure nice talking to you."

And as I hung up the phone it occurred to me—
He'd grown up just like me.
My boy was just like me.

And the cat's in the cradle and the silverspoon
Little boy blue and the man on the moon.
"When you comin' home son?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

This song was written by Harry and Sandy Chapin. Copyright 1974 Story Songs, Ltd. (ASCAP). All rights reserved.

A PARABLE: THE TRAGEDY OF TRAGEDIES
THE STORY OF HUGH

Once upon a time a Royal person was born. His name was Hugh. Although I'll refer to Hugh as "he," no one actually knew what his sex really was and it didn't really matter. Hugh was unlike anyone who had ever lived before or who would ever live again. Hugh was precious, unrepeatable, incomparable, a trillion-dollar diamond in the rough.

For the first 15 months of life, Hugh only knew himself from the reflections he saw in the eyes of his caretakers. Hugh was terribly unfortunate. His caretakers, although not blind, had glasses over their eyes. Each set of glasses already had an image on it, so that each caretaker only saw Hugh according to the image on his glasses. Thus, even though Hugh's caretakers were physically present, not one of them ever actually saw him. By the time Hugh was grown, he was a mosaic of other people's images of him, none of which was who he really was. No one had really ever seen him, so no one had ever mirrored back to him what he really looked like. Consequently, Hugh thought he was the mosaic of images. He really did not know who he was.

Sometimes in the dark of the night when he was all alone, Hugh knew that something of profound importance was missing. He experienced this as a gnawing sense of emptiness - a deep void.

Hugh tried to fill the emptiness and void with many things: power, worldly fame, money, possessions, chemical highs, food, sex, excitement, entertainment, relationships, children, work - even exercise. But no matter what he did, he never felt the gnawing emptiness go away. In the quiet of the night when all the distractions were gone, he heard a still quiet voice that said: "Don't forget; please don't forget me!" But alas! Hugh did forget and went to his death never knowing who he was!

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HIGH SCHOOL: PARENTING CONCERNS

1. **Exploring the Realities of Being a Parent**
2. **Developing a Sense of Self in Parents and Children**
3. **Promoting Healthy Parent-Child Relationships**
4. **Managing the Interaction of Work and Family**
5. **Creating Supportive Communities for Parents and Children**

1. Exploring the Realities of Being a Parent

- **Multiple Realities of Parenting .... pg 131**
- **Healthy Prenatal Environment .... pg 155**
- **Circumstances When Parenting Occurs .... pg 167**
- **How Culture and Society Shape Parenting Behavior .... pg 201**

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Exploring the Realities of Being a Parent.

RELATED CONCERN:

Multiple Realities of Parenting.

DESIRED RESULTS FOR STUDENTS:

Students will examine the multiple realities of parenting.

LEARNER OUTCOMES: Students will:

1. Reflect on the examples of parenting they have seen in their lives and analyze the various meanings related to parenthood.
2. Examine various motivations for becoming a parent.
3. Begin to identify the joys and problems of parenthood.
4. Analyze the factors that should be considered in evaluating readiness for parenthood.
5. Begin to recognize the commitment necessary to be a parent.
6. Examine alternative approaches to achieving their desired results.
7. Analyze the consequences of actions for the various alternative approaches.
8. Consider the desired results in making a decision to parent.
9. Evaluate how present decisions about parenting may affect future goals.

SUPPORTING CONCEPTS:

A. Parenting roles

B. Reasons (motivation) for choosing parenting

C. Joys and rewards of parenting

D. Problems of parenting

E. Responsibilities of parenting

F. Readiness for parenthood

BACKGROUND INFORMATION:

According to Brisbane (1988) in ***The Developing Child***, "Parenting is the process of caring for children and helping them grow and learn."

Parenting Roles: Many people perform parenting roles. Anyone that interacts with children parents them to some degree. A caregiver is a term sometimes used to refer to anyone who cares for a child, whether on a long-term or short-term basis. All biological parents, foster parents, stepparents, adoptive parents, family members, babysitters, and professional child care providers are considered caregivers and all need similar skills in caring for children. In society we are all responsible for children.

Learning about children is important; some say it is the most important topic to be learned. By studying children, we show that we care for ourselves, other people, the world, and the future we have together. Because the perfect parent does not exist and we cannot teach persons to be perfect parents, it is more realistic to teach them to be competent parents.

Many people are not prepared to assume the role of parent. Understanding the complexity of human development does not come naturally. If parenting were instinctive, the transition to parenthood would be simple and smooth, according to Mawhinney and Peterson (1986).

Parenthood can be viewed as a career, perhaps the most common career in the world. Viewing parenthood as a career is realistic. Careers demand commitment and parenting is an irreversible commitment. Both careers and parenting involve responsibilities, offer rewards, and present challenges.

"Parents are required by law to feed, house, educate, and provide health care for their children" (Hildebrand, 1990). In addition, a parent has a moral obligation to accept the responsibilities of meeting the many needs of children which could include love and belonging, safety, growth and development, spiritual and moral guidance, safety, and directing them to be useful members of society.

Reasons for Parenting: In the past, parenthood was seldom viewed as a choice and most were expected to marry and have children. Today many people recognize that the decision to become a parent is one of the most important decisions most people will ever make (Brisbane, 1988).

People decide to have children for many reasons. For many people, parenthood brings great joy and happiness. Often, people desire to share their life with another and raise a child in a loving, caring environment. They receive satisfaction from watching a human being develop through the stages of life. Children may make life fuller and more meaningful. Parents share a sense of achievement and love for their child. Smith and Apicelli (1982) state in *Family Matters: Concepts in Marriage and Personal Relationships* that children challenge us to be the best we can be. They allow us to get in touch with the child inside of us. They enable us to use the knowledge, experience, and interpersonal skills we spend a lifetime acquiring. Children provide a sense of meaning, a kind of continuity to our lives. They enable us to give expression to our need to love, nurture, and cherish.

People often choose parenthood for reasons considered to be inappropriate because they do not focus on the child. These may include: saving a marriage, proving masculinity or femininity, getting away from an unpleasant job, wanting someone to love, wanting to be loved or be depended upon, continuing the family line or ensuring that someone can take care of you when you are old.

In some countries, parents have children in order to contribute to the work force in the family. This was also true in the United States several generations ago (Hildebrand, 1990).

While many people in our society become parents, an increasing number of people do not. Some people choose to delay parenting. Others are physically unable to have children. Some choose not to have children. Some reasons for delaying parenting or deciding against parenting are: pursuit of career goals, limiting economic conditions, emphasis on individual and couple growth, and desire for freedom. Adults who do not have children may find that society puts subtle pressures on them to become parents.

Joys and Problems of Parenting: While parenting sometimes brings joy, for some it can include sorrow, despair, and regret. When children grow up, parents often feel rewarded and a great deal of pride if their children become productive, happy adults. But when children do not meet the expectations of their parents, it can cause a great deal of shame and remorse. Many parents do not find their role to be as they anticipated. One of the realities of parenting is that it is an irreversible decision which makes it a commitment for life. When a person is taking care of a baby or small child, it is hard to realize that "Once a parent; always a parent" may become very real in years to come.

White middle-class society promotes parenthood by placing certain values on having children. The subtle message is that being a parent is more desirable than not having children (similar to the message that being married is more desirable than being single). Sometimes, however, the responsibilities and "hard work" which parenting requires prove demanding and disappointing, and parents may resent their children because of the inadequacy and frustration they feel. This may result in shame, child abuse, suicide, mental illness, or other problems for the people involved.

One of the realities of parenting is that a parent does not **know** if that experience will be a positive one or a negative one. For most people, parenting is full of both good and bad experiences and the results cannot be predicted.

So what are the realities of parenting? It is a commitment for life. Rearing children is hard work. Children are demanding and expensive and cause permanent changes in the marital relationship and lifestyle of the parents. The rewards include the challenge to be our best, the chance to use our knowledge and skill, the additional sense of meaning that children add to our lives, and the opportunity to express our love.

(**Note to the teacher:** It is important that the teacher be completely honest with students regarding these issues. Many textbooks, magazine articles and "experts" in the field write very confidently regarding the positive aspects of parenting. This is true for many people, but students need to look at the underlying issues as they relate to the topic.)

Readiness for Parenting: Some of the major difficulties and frustrations of parenting can be prevented by preparing for parenthood. Readiness for parenting is critical to gaining positive outcomes. Many people do not find parenting to be as rewarding as they expected because they became parents before they are ready for the experience. Henderson (1988) in ***Dimensions of Life*** cites six readiness factors which she sees as guidelines related to the responsibility of parenthood. Some people may review these guidelines and conclude that they will not be ready to be a parent for several years. Some will need more time. Others may feel they can never meet these guidelines and feel they will never choose to become parents (Henderson, 1985). (**Note to the teacher:** These factors are the ideas of one person. They are not necessarily inclusive, just as they are not necessarily indicative of personal readiness for all people. Unfortunately, there is no "magic" list which will give a true prediction of success as a parent. There is also no "perfect" parent, so the list is not meant to imply perfectionism. Help students to examine this list carefully and weigh it with other information they read or hear.) These readiness factors, as given by Henderson, are:

1. **Knowledge of child development and child care procedures.** A person should be aware of normal developmental patterns in children to allow them to judge if they are ready to deal with the children at the stage in which they are. A parent needs accurate and realistic expectations of what a child is like and what can be expected of them.

2. **Patience with young children.** Babies involve diapers, bottles, and continuous routines of eating and sleeping. Children, no matter how old, present similar challenges. This part of parenting can become emotionally draining and generate frustrations which can lead to child neglect and child abuse.

3. **High levels of energy at all times of the day and night.** Parenting responsibilities are often overwhelming, especially the first few years. Taking care of the physical and emotional demands of a child are often not what was expected.

4. **Ability to put personal priorities aside in favor of the needs of the child.** Infants are totally helpless and a parent must attend to the needs of the child, causing personal goals and needs to be postponed. When parents are employed, work and childcare consume most of a couple's time. Little time is left for personal hobbies or activities.

5. **Equality of the burdens as well as the rewards of parenting between mother and father.** If equality is not perceived by each parent, marital conflicts may occur. When the parent is single, no one is available to share the responsibility of the burdens or the rewards.

6. **Material means for parenting.** The actual cost of raising a child is usually beyond most estimates. Immediate costs include medical bills, the possible need to relocate or remodel, clothing and childcare equipment, and a possible cut in the family income. The additional costs of raising a child add up to tens of thousands of dollars. Having money does not ensure a healthy, happy child. Yet, when there is not enough money, this can make successful child rearing very difficult. According to the U.S. Department of Agriculture estimates, the cost per child was from $1,390 to $8,540 in 1980. By the child's 18th birthday, without even considering inflation, the costs per child accrue to between $30,000 and $122,000 and consume 15-17% of a family's income (Henderson, 1985). "Combined with the costs of college, the effects of inflation, and the value of parental time, total cost estimates have ranged from $85,000 to a quarter of a million dollars." (Henderson, 1985). The USDA estimates represent average expenditures. The precise cost of a child depends on the family's lifestyle, income, values, goals, and the child's special needs.

Other readiness factors might include:

7. **Loving relationship between husband and wife.** A baby will not save a troubled marriage because children add additional areas of potential disagreement. Parents need patience and understanding and a strong relationship which is built on love.

8. **Emotional maturity.** This includes the ability to put someone else's needs before your own. It means being secure enough to devote your full attention to an infant without expecting to receive attention in return. It involves the ability to hold your temper when you find that a toddler has dumped all the dirt out of the houseplants. Age is no guarantee of emotional maturity. However, most people are better able to handle situations like these as they grow older. Maturity is also needed to make sound judgements for the well-being of a child.

9. **Desire for parenthood.** Prospective parents should ask themselves the question, "Do I really want to be a parent?" Only in this way can they be sure of their decision rather than realize too late that their reasons for having children were not realistic.

10. **Healthy.** A woman under the age of 17 and over the age of 35 takes a chance of a riskier pregnancy for both the baby and herself. Other health considerations can include some inherited disorder which may be passed on to future generations.

11. **Support System.** Because no two children or circumstances are ever alike, every parent needs someone with whom they can ask questions and discuss their parenting experiences.

The addition of a child is a major change that people experience because it affects every aspect of their lives. New parents must view themselves as a mother or father as well as a husband or wife or a person with a career. Parenting is demanding and having children changes a person's life forever. Some changes that people can expect with the addition of a child include: a) restriction of freedom, b) change of social life, c) emotional adjustments, d) loss of privacy, e) increased financial responsibilities, f) career changes, g) relationship between parent couple, and h) noisy activity-filled household.

Myths exist about parenting. Sociologist E.E. LeMasters (1974) defines folklore (myths) as beliefs not supported by facts or ideas that tend to romanticize the truth. Parenthood is a social role subject to a great deal of folklore. LeMasters has compiled a list of folklore or myths about parenthood. A list of 12 myths is included on SM-4, "Folklore About Parenthood" (Pennsylvania Guide, 1988).

Parenthood is not a decision to be taken lightly. Those who choose it should be prepared to meet the demands that will be placed on their time, energy, finances, and skills. But when approached with good judgement, the experience can be a rewarding and fulfilling one. Opportunities should be taken to learn about children and about parenting skills in order to make it the best possible experience for the child and the parent.

TEACHER PREPARATION:

1. Think back to your own role models for parenting. Where did you learn how to parent? How has that affected your parenting?

2. Reflect on your own decision to parent (if you are one). Was it a conscious decision? How was it made? How can that experience help you stimulate your students to begin to think about their own role as a parent? Which activities will most help them get at the real decision?

DIRECTED ACTIVITIES:

Supporting Concept A: Parenting Roles

1. **"Meaning of Parenting":** Help students begin to think about parenting by choosing one of the following activities:

   A. Direct them to a bulletin board entitled "What is Parenting?" The bulletin board should have several pictures of children of different ages on it. Have students write short sentences on 3 x 5 cards defining or describing parenthood and place them on the bulletin board. Have students share what they wrote. (Adapted from Ohio Guide, 1983) The bulletin board will be referred to at a later time. [An alternate activity would be to have students make a collage of pictures and words which answer the question, "What is Parenting?"]

   B. On the board write "Wanted: A Job as a Parent". Ask the group to take five minutes to brainstorm the qualifications for being the ideal parent of an infant or a young child. Be sure they consider both mothers and fathers when they brainstorm. When the brainstorming is completed, use SM-1 ("Want Ad"), and have students write a "want ad" for the job of a parent. They should pretend they are an employer who wants to hire someone for the job and proceed to write an advertisement for the position. (This activity could be expanded by having students write a response to the ad, applying for the position.

These responses could be analyzed by the group as to whether the applicant was qualified for the position. If not, what does the applicant need to learn or do before he or she should become a parent?)

Upon completion of the acitivity, lead a class discussion on the role of a parent. The following questions may be useful guidelines:

-How can you learn more about the job of being a parent? With whom can you talk?
-Based on this activity, how many people who are parents are really qualified for the job?
-Can you get fired as a parent? How? For what reasons?
-What are some of the "bonuses" a parent can expect? *(Desired Results, Awareness of Context)*

2. **"Cartoon":** (If Option B was used in Directed Activity #1, go on to Directed Activity #3.) Introduce the topic of "Realities of Parenting" by using the Sally Forth cartoons as a transparency master (SM-2). After students have had a chance to read it, ask what "realities" they see here — what it's really like to be a parent (no training, big responsibility, on duty 24 hours a day, no pay, no vacations, etc.) *(Awareness of Context)*

3. **"Class discussion"**: Continue helping students to consider the meaning of parenting by leading a class discussion or having students write in a journal. Use the following questions as guidelines:

-What are some examples of parenting you have experienced?
-Who has performed parenting roles for you in your life? (Parents, grandparents, teachers, community workers, neighbors, coaches, music teachers, friend's parents, police officers, store clerks, friends, etc.)
-Who taught you to do your favorite hobby?
-Where did you first learn to read? From whom?
-Where did you learn to play your favorite game? From whom?
-Who helped you understand your religious beliefs?
-From whom did you first learn about sex?
-How have these people influenced your perception of what a parent is?

Have students also make a list of all the people for whom **they** have performed a parenting role. Discuss the kinds of long-lasting influences they have on these people. *(Awareness of Context)*

4. **"Media Messages":** Have students choose to do one of the following:

A. Find examples from magazine or newspaper articles, jokes, greeting cards, children's books, billboards, cartoons, etc. that give messages about parenting.

B. View a current family-type TV show and examine the messages given about parenting. [Or videotape a show to view in class.] Have students complete the worksheet on "Media Messages," SM-3, to focus their observations and/or use as a basis for class discussion.

Have students write a short paper **comparing** media/societal messages with their own experience of observing their parents and other parents who "parented" them. Include a paragraph on how that might affect their own style of parenting some day. *(Awareness of Context, Consequences of Action)*

5. **"Myths":** What myths exist about parenting? LeMasters identified some folklore (myths) which exist in our society regarding parenthood. (See assignment sheet SM-4, "Folklore About Parenthood.") For each myth identified, cite examples that might lead one to accept this belief. In the second column write factual evidence that would oppose this myth. Then decide whether the statement is a belief or a myth. (Class may be divided into groups investigating different beliefs — results can be tabulated in a chart form for discussion.) The following questions may be asked to analyze student responses (Hultgren & Goosens-Colon, 1980):

-Why do you suppose these folk beliefs regarding parenthood exist?
-Where did they come from?
-How are they perpetuated?
-Why is it that persons believe they are operating from a rational value base when in actuality their actions are based on folk beliefs such as these? Why do folk beliefs tend to persist in society today?

- -Are there any folk beliefs listed by LeMasters that you would accept as factual statements? Why do you believe they are true?
- -What can we learn from this? *(Awareness of Context)*

Supporting Concept B: Motivation for Choosing Parenting

6. **"Parent Panel #1"**: Invite a couple who has chosen not to have children and a couple who has children to serve on a panel for class. To get the discussion started, have some questions prepared on what the considerations were in making their decision whether or not to parent. (If unable to get persons to come during school hours, appropriate persons could be either audio or videotaped for use in class.) *(Alternative Approaches, Awareness of Context)*

7. **"Reasons for Parenting"**: Ask learners to identify reasons people give for having children. List ideas on board. Think about conversations you have heard where statements have been made about parenthood like the following:

   a. Sue would make a good parent because she is so understanding of people.
   b. Mary should never have become a parent because she is too immature.
   c. John wouldn't make a good parent because his job keeps him away from home too much.

   Add other statements you have heard to this list.

   - -What is the underlying assumption being made in these statements? (There are differences in parents' aptitudes.)
   - -Do you agree with these assumptions? Why or why not? *(Awareness of Context)*

   Have students work in groups to make a list of "right" and "wrong" reasons for having a baby. As a whole group, share lists. Did everyone agree on which list to place the reasons? *(Awareness of Context, Desired Results)*

   Examine transparency master "Why Should I Be a Parent?" (SM-5) on "good" and "poor" reasons for choosing parenthood.

   - -Do you agree or disagree?
   - -Are these true for everyone?
   - -Can a wrong reason for one couple be a right reason for someone else? Who or how?
   - -What causes someone to have reasons in some areas and not others?
   - -What are likely consequences for parents, children, family, or society if some reasons were more strongly believed than others? *(Awareness of Context, Consequence of Action)*

8. **"Pressures"**: Some people say that there are many wrong reasons to have a child but the only "right" reason is because you really **want** one.

   - -Do you agree?
   - -What does "want" mean? *(Alternative Approaches, Desired Results)*

   Explore students' understanding of pressures that might come as a result of expectations from society.

   - -From where might these pressures come?
   - -Are these pressures good? Are they bad? Why or why not?
   - -What might be some results (for children, for parents, for society) of persons choosing to have children because of pressures put on them by others? *(Awareness of Context, Consequences of Actions)*

   - -How might persons of different ages experience these "pressures" differently?
   - -What are some unique pressures teens may face? Newly-married couples? A couple in their late 30's? A discussion might follow on why teens get pregnant (self-concept, desire to be loved, etc.) *(Awareness of Context)*

   - -Do you agree or disagree with this statement: "A couple is not a family until they have had a child"? Why or why not? *(Alternative Approaches, Awareness of Context)*

   - -What is the desired result regarding motivation for persons making a decision regarding parenting? *(Desired Results)*

9. **"Alternate Parenting Choices"**: Have students each take a clean sheet of paper and fold it into fourths (in half both crosswise and lengthwise). In each quarter of the paper, have them write alternate options for parenting, **other** than in the traditional way (babysitting, employment work-

ing with children, care for nieces/nephews for a weekend, volunteer as a teacher's aide, "Big Brother/Big Sister" program, or teach Sunday School). For each situation, have them write how being a "parent" in this way might help them make a wiser choice when the time comes to do so. Or in what way might it satisfy a common human desire to be a parent? *(Alternate Approaches, Desired Results, Consequences of Action)*

Supporting Concepts C and D: Joys and Rewards vs. Problems of Parenting

10. **"Parent Panel #2 or Interviews"**: In order to help students become aware of the joys and rewards as well as the problems of parenting, choose one of the following activities:

    A. Invite a panel of parents to discuss the joys and rewards and also the problems of parenting. Include in the panel a teen parent, a stepparent, a foster parent and a parent of an adopted child, in addition to a biological parent. *(Awareness of Context)*

    B. Have students interview at least two parents (other than their own), and ask the questions listed on assignment sheet SM-6, "Parent Interview Questions" (adapted from Ohio Department of Education, 1983).

11. **"Discussion"**: Follow the panel and/or interviews with a discussion. First, summarize findings by listing rewards and drawbacks of parenthood on the board.

    -Which of these seemed to be most often mentioned by the parents?
    -How have the experiences of the parents influenced their joys and problems?
    -How might those joys and problems affect their parenting? *(Awareness of Context, Consequences of Actions)*

12. **"Ann Landers"**: In 1986, Ann Landers published the results of an informal survey of parents in her syndicated newspaper column. Over half of the persons responding said they would not become parents if they had it to do over again. Have students share these reactions with some parents and discuss if **they** would do it over again and their reasons. Share discoveries in class. *(Awareness of Context)*

13. **"Joys/Problems"**: Refer to Directed Activity #1. Have students look at bulletin board and descriptions of parenthood that students wrote on 3 x 5 cards **or** to the parenting characteristics on "want ads".

    -Which ones described a joy?
    -Which ones described a problem? *(Awareness of Context)*

14. **"Mixed Feelings"**: Have students read SM-7, "Mixed Feelings about Parenting". Follow with discussion.

    -What insight did you gain about parenting from this article?
    -What did you learn from this article about your parents role?
    -Based on your own experience and what you have seen of other parents, what is your interpretation of this article? *(Awareness of Context)*
    -What is most desirable for parents and children in considering the joys and problems faced by parents? *(Desired Results)*

Supporting Concept E: Responsibilities of Parents

15. **"Responsibilities"**: As a group, consider the meaning of the term "responsibility". Have students individually make a list of some of the responsibilities they have at the present time. Have them make another list of parental responsibilities and then compare the two lists.

    -What are the responsibilities of parents to their children? To their other children? To themselves? To society?
    -What are the consequences to children of parental responsibilities not being met? To the parents themselves? To society?
    -Are there any alternatives if parents do not accept these responsibilities?
    -What actions are most desirable for parents when it comes to their parental responsibilities? *(Desired Results, Alternative Approaches, Consequences of Action, Awareness of Context)*

16. **"Individual Circumstances"**: Project SM-8 ("Family Structures/Individual Circumstances") on screen. Add other circumstances which may

occur. Discuss how each family structure or individual circumstance influences parental responsibilities?

- -What are some alternate ways these parents can meet their responsibilities?
- -How do parents meet **their** needs? *(Awareness of Context, Alternative Approaches)*

17. **"Male/Female Groups":** Divide males and females into separate, small groups. Give them ten minutes to list: 1) their expectations of a male with regard to parenting responsibilities and 2) their expectations of a female with regard to parenting responsibilities. Ask them to include the specific tasks they would expect these persons to accomplish. As a whole class, have the groups share their completed lists.

- -What kinds of things have affected what you think?
- -What happens if parents do not agree on whose responsibility a parenting task is?
- -What is most desirable as far as division of parenting responsibilities? *(Awareness of Context, Consequences of Action, Desired Results)*

18. **"Bulletin Board Reference":** Referring to the bulletin board or "want ad" descriptions (from Directed Activity #1), identify which ones depicted responsibilities of parents. *(Awareness of Context)*

19. **"Cinquain":** Have students write a cinquain poem reflecting their feelings on parental responsibilities. Cinquains are described on assignment sheet SM-9, "Cinquain".

Supporting Concept F: Readiness for Parenting

21. **"Case Studies":** Make a copy of SM-10 ("Case Studies") and cut the case studies apart. Divide the class into four groups and give each group a case study to discuss. Return to the large group and have groups share their situation and conclusions.

What are some characteristics of persons who are ready for parenting? Together list as many as possible on the board. *(Awareness of Context)*

22. **"Readiness Factors":** Use transparency master SM-11, "Readiness Factors for Parenting," to consider factors that some writers consider important. (Teachers are reminded that these factors are not inclusive and are not true for all persons.) Discuss each area.

- -Do students agree with this list? Disagree?
- -Are there other areas which should be included?
- -Does the list imply that parents must be perfect?
- -Can you be a good parent and not be perfect?
- -What happens in families when parents think they have to be perfect? *(Awareness of Context, Consequences of Action)*

Reflect on a time in your life when you thought your parents were perfect. Have students make a list of all the ways parents aren't perfect.

- -Discuss how this list might look different in an African country. In a refugee family?
- -Which factors would be more important for a teenage couple? For a 35-year-old couple? For a 30-year-old father of two who is considering a second marriage? *(Awareness of Context)*
- -In relation to readiness for parenting, what is most desirable for parents? For children? For society? *(Desired Results)*
- -Does the list imply that parents must be perfect?
- -What are the consequences if people become parents before they can afford children? Before they are ready for the challenges parenthood brings? If they want to continue in their same hobbies and activities?
- -Who is most affected?
- -How do decisions of parenting affect future goals? *(Consequences of Action, Awareness of Context)*

23. **"Commitment":** What kind of commitment is necessary to have and rear a child? Ask students to name individuals to whom they have made commitments.

- -What are they committed to give?
- -What do they expect to receive?
- -What kind of commitment would a student have to make in order to have and rear a child?
- -How is this commitment similar or different from the commitments to the other individuals the student named?
- -What, if anything would the student expect in return for his/her commitment?
- -Is it possible to really know what a commitment

means, when the future is entirely unknown? *(Desired Results, Awareness of Context)*

24. **"Costs":** How does understanding the cost of raising a child show a mature and responsible concern for a child's future?

-If you were going to make an investment what would you want to know about the investment? (Usually the first question is how much it will cost.)
-If you were buying a car or a home, both big investments in your future, what would be one of the first things you would need to consider about the purchase?

Children are one of a person's biggest investments for the future. It is not selfish to consider the rights of a child and what it will cost to provide the child with shelter, clothing, food, health care, recreation, education, and so on. *(Awareness of Context)*

-What do you think it costs to have and raise a child to age 18?
-After the teacher gives the 18-year-figure ($30,000 to $122,000) calculate the price per year and per month. (Figures do not reflect the cost of private education or education beyond high school.)
-What happens if people do not have this much money?
-What are some alternatives? Evaluate these approaches, according to their consequences. *(Awareness of Context, Alternative Approaches, Consequences of Action)*

25. **"Lifestyle Changes":** In what ways would becoming a parent change your lifestyle? Choose between the following activities:

A. Invite a parent to be a guest speaker and discuss how one's lifestyle is affected when one becomes a parent.

B. The role-play responses that couples would have for the following situations (Texas Education Agency, 1980):

1. Friends call with an invitation to go for pizza.
2. Your boss calls asking for help on a weekend project.
3. Friends call with an invitation to go dancing.
4. You have a last minute chance to go on a long-desired weekend trip.

Role-play the situations several times, adjusting the response for a single parent, having a new baby, and having an active two-year-old.

Discuss the question: If a family's lifestyle is incompatible with the needs of their infants or children, what would be the effect upon the children? *(Awareness of Context, Consequences of Action)*

26. **"Filmstrip":** View the filmstrip, *Preparation for Parenthood* and follow up with questions which are directed at the underlying issues in the accompanying study guide. *(Awareness of Context, Consequences of Action, Alternative Approaches, Desired Results)*

27. **"Cartoon":** View Hagar cartoon on SM-12.

-What point is Hagar trying to make?
-Do you agree or disagree with him? Why or why not?

Ask for comments on how the cartoon relates to the discussion.

28. **"Desired Results":** Ask students what we really want for possible future parents when we consider the meaning and realities of parenting. (This could be assigned as a journal entry.) *(Desired Results)*

29. **"Wrap-up Assignment":** Assign students to choose between one of the following activities to culminate the unit:

a. Explain the statement, "Deciding whether or not to become a parent is the biggest decision most people will ever make" (Brisbane, 1988).

b. Write a personal reaction paper regarding your capabilities of being a parent and acceptance of the responsibilities of parenthood.

c. Write a short paper entitled "What it means to be a parent."

d. Create an imaginary couple who are considering parenthood. List some guiding questions that will assist them in making this decision.

e. Complete "Think Sheet #3" (SM-6) from the unit on "How to Introduce Practical Reasoning to Students." Have students state a problem which deals with the decision to parent. *(Awareness of Context, Alternative Approaches, Desired Results, Consequences of Action)*

RESOURCES:

Books and Periodicals:

Brisbane, H.E. (1988). *The developing child: Understanding children and parents*. Mission Hills, CA: Glencoe Publishing Co.

Hildebrand, V. (1990). *Parenting and teaching young children*. Oklahoma City: McGraw-Hill.

Jorgensen, S. and Henderson, G. (1990). *Dimensions of family life*. Cincinnati, OH: South-Western Publishing Co.

LeMasters, E.E. (1974). *Parents in modern America*. Homewood, IL: Dorsey Press.

Mawhinney, T.V., & Peterson, C.J. (1986). *Child development: Parenting and teaching*. Cincinnati, OH: South-Western.

Smith, R. & Apicelli, M.L. (1982). *Family matters: Concepts in marriage and personal relationships*. Encino, CA: Glencoe.

Curriculum Guides:

Hultgren, F. & Goosens-Colon M. (1980). *What to do regarding the parenthood decision*. Pennsylvania State University, University Park, Pennsylvania.

Ohio Department of Education. (1983). *What to do regarding nurturing human development*. Columbus, Ohio.

Texas Education Agency. (1980). *Parenting and child development*. Austin, Texas.

Films, Filmstrips, and Videos:

(1980) *Preparation for Parenthood* [Filmstrip]. Sunburst, Inc. Pleasantville, N.Y.

WANT AD

JOB TITLE: Parent

QUALIFICATIONS:

RESPONSIBILITIES:

LENGTH OF CONTRACT:

HOURS:

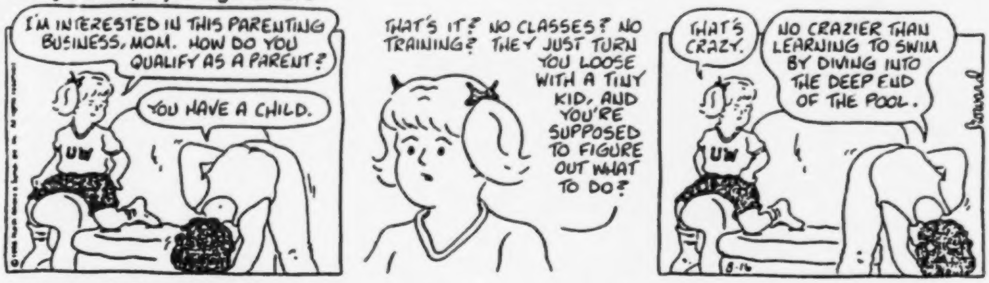
VACATIONS, SICK LEAVE, HOLIDAYS:

FRINGE BENEFITS:

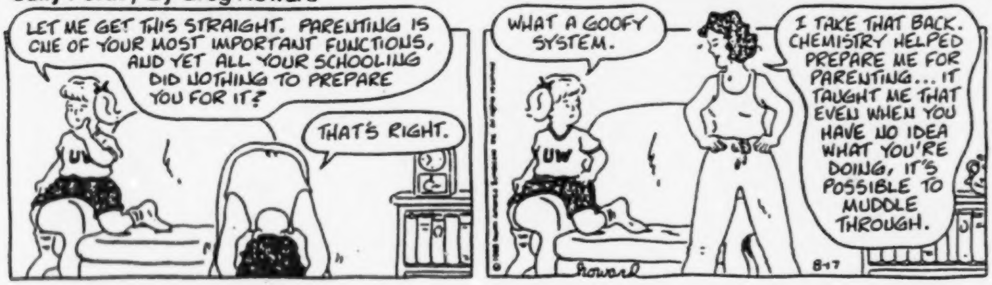
SM-2

TM-1

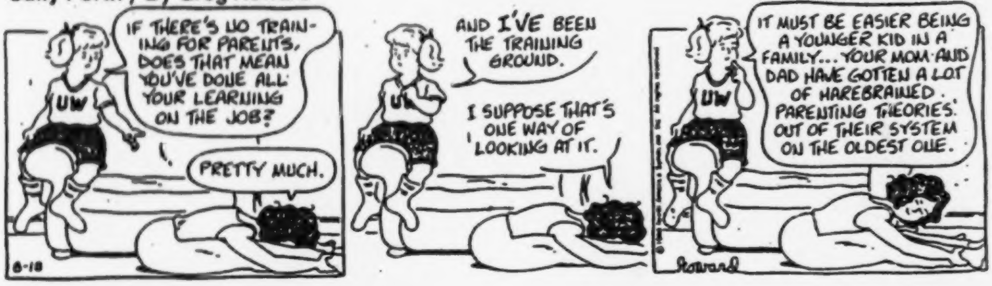
Sally Forth / By Greg Howard


I'M INTERESTED IN THIS PARENTING BUSINESS, MOM. HOW DO YOU QUALIFY AS A PARENT?
YOU HAVE A CHILD.
THAT'S IT? NO CLASSES? NO TRAINING? THEY JUST TURN YOU LOOSE WITH A TINY KID, AND YOU'RE SUPPOSED TO FIGURE OUT WHAT TO DO?
THAT'S CRAZY.
NO CRAZIER THAN LEARNING TO SWIM BY DIVING INTO THE DEEP END OF THE POOL.
Howard
8-16

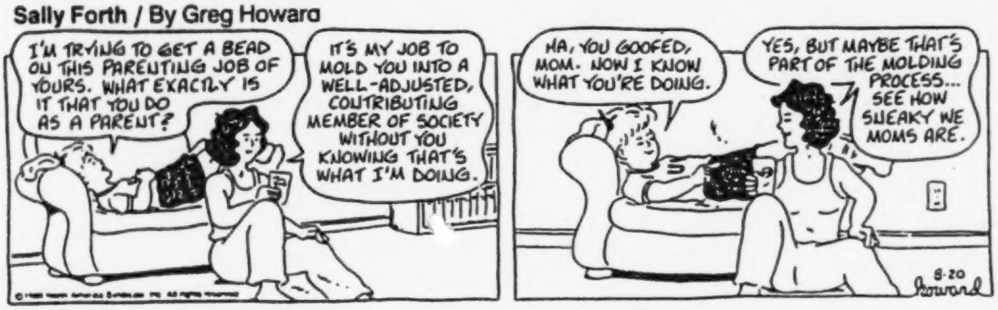
Sally Forth / By Greg Howard


LET ME GET THIS STRAIGHT. PARENTING IS ONE OF YOUR MOST IMPORTANT FUNCTIONS, AND YET ALL YOUR SCHOOLING DID NOTHING TO PREPARE YOU FOR IT?
THAT'S RIGHT.
WHAT A GOOFY SYSTEM.
I TAKE THAT BACK. CHEMISTRY HELPED PREPARE ME FOR PARENTING... IT TAUGHT ME THAT EVEN WHEN YOU HAVE NO IDEA WHAT YOU'RE DOING, IT'S POSSIBLE TO MUDDLE THROUGH.
Howard
8-17

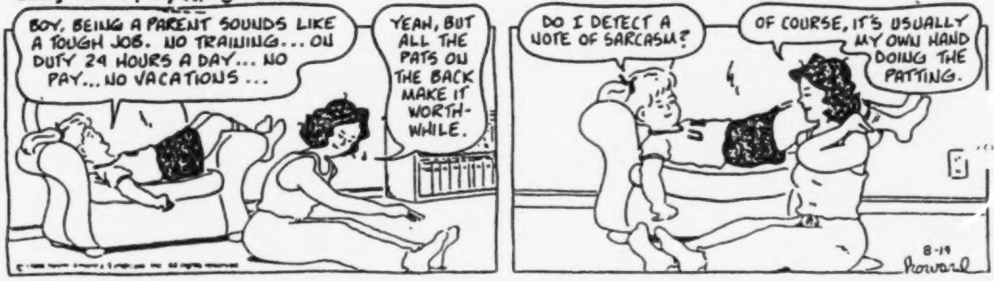
Sally Forth / By Greg Howard


IF THERE'S NO TRAINING FOR PARENTS, DOES THAT MEAN YOU'VE DONE ALL YOUR LEARNING ON THE JOB?
PRETTY MUCH.
AND I'VE BEEN THE TRAINING GROUND.
I SUPPOSE THAT'S ONE WAY OF LOOKING AT IT.
IT MUST BE EASIER BEING A YOUNGER KID IN A FAMILY... YOUR MOM AND DAD HAVE GOTTEN A LOT OF HAREBRAINED PARENTING THEORIES OUT OF THEIR SYSTEM ON THE OLDEST ONE.
8-18
Howard

Sally Forth / By Greg Howard


I'M TRYING TO GET A BEAD ON THIS PARENTING JOB OF YOURS. WHAT EXACTLY IS IT THAT YOU DO AS A PARENT?
IT'S MY JOB TO MOLD YOU INTO A WELL-ADJUSTED, CONTRIBUTING MEMBER OF SOCIETY WITHOUT YOU KNOWING THAT'S WHAT I'M DOING.
HA, YOU GOOFED, MOM. NOW I KNOW WHAT YOU'RE DOING.
YES, BUT MAYBE THAT'S PART OF THE MOLDING PROCESS... SEE HOW SNEAKY WE MOMS ARE.
8-20
Howard

Sally Forth / By Greg Howard


BOY, BEING A PARENT SOUNDS LIKE A TOUGH JOB. NO TRAINING... ON DUTY 24 HOURS A DAY... NO PAY... NO VACATIONS...
YEAH, BUT ALL THE PATS ON THE BACK MAKE IT WORTHWHILE.
DO I DETECT A NOTE OF SARCASM?
OF COURSE, IT'S USUALLY MY OWN HAND DOING THE PATTING.
8-19
Howard

MEDIA MESSAGES

Directions:

A. Choose between one of the following activities:
1. **Find four examples from magazine or newspaper articles, jokes, greeting cards, children's books, billboards, cartoons, etc., that give messages about parenting.**
2. **View a family-type TV show and examine the messages given about parenting.**

B. Based on your observations, answer the questions below.

1. Who was responsible for the children?

2. What kind of work did the parents do?

3. Who did the children talk to when they had a problem?

4. Was there a major caregiver?

5. How are parents viewed in a positive way by society?

   By your peers?

6. In what ways are parents viewed in a negative way by society?

   By your peers?

7. Are mothers and fathers valued equally well? (consider things such as maternity/paternity leave, child-care benefits, etc.)

   How might that affect the way they parent?

   How might it affect the children?

8. What does the white middle class say about who should be a parent?

Continued on back of page

How does that compare with some other cultural or ethnic groups in the U.S.? In other countries?

What are reasons for the differences?

9. Do parents feel competent to do the task?

Why or why not?

10. What needs do parents have in their parenting role?

Are they given the message from society that it is acceptable to have their own needs? To need help?

Who can help them?

11. What are some ways the following situations might affect the meaning or the reality of parenting?
    a. A parent who is chemically dependent:
    b. A parent who struggles with depression:
    c. A family in poverty:
    d. A family who experiences domestic violence:
    e. A parent who experienced child abuse or trauma as a child:

12. What are the overall messages you have received about being a parent?

13. How are these messages alike or different from the ones you have received from persons who have parented you?

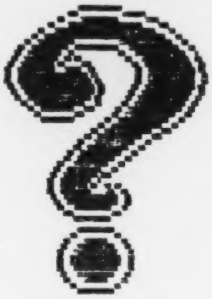
FOLKLORE ABOUT PARENTHOOD

Myth	Example of How a Myth is Perpetuated	Factual Evidence Opposing This Belief
Example: That child rearing is fun.	"Isn't he cute?" "Look at that smile." TV advertisements show as loveable.	They must be fed. Mess their pants. Cry, spit up. Temper tantrums.
1. That children are sweet and cute.		
2. That children will turn out well if they have "good" parents.		
3. That girls are harder to raise than boys.		
4. That children today really appreciate all the advantages their parents are able to give them.		
5. That children will get into trouble if they have been told the facts about sex.		

Myth	Example of How a Myth is Perpetuated	Factual Evidence Opposing This Belief
6. That bad children are a result of bad parents.		
7. That love is enough to make one a good parent.		
8. That all married couples should have children.		
9. That childless married couples are frustrated and unhappy.		
10. That children improve a marriage.		
11. That parents are parents because they wanted to be parents.		
12. That parenthood receives top priority in our society.		

Adapted from: LeMasters, E. E. ***Parents In Modern America***, 1974.

WHY SHOULD I BE A PARENT?



POOR REASONS:

- **"People keep hinting that it's time to have a baby."**
- **"Maybe having a baby will solve our marriage problems."**
- **"I'm not important now. If I have a baby, I'll be important."**
- **"I want to make sure that there's always someone to love me."**
- **"Having a baby will prove that I am an adult."**

GOOD REASONS:

- **"I feel good about myself and want to share myself and my life with a child."**
- **"I love children and really want to be a parent."**
- **"I'm ready to experience that special bond between parent and child and want to have it for the rest of my life."**
- **A child will make our strong relationship even stronger."**
- **I'm ready to give a child my care and my love."**

PARENT INTERVIEW QUESTIONS

Directions: *Use this form as a guide for your interview. Feel free to gather additional information. If a question makes you or the person you are interviewing uncomfortable, eliminate the question.*

1. What aspect of parenting has been most difficult?

2. What part of parenting has been most surprising?

3. What part has been most rewarding?

4. What has been most detrimental to your marriage?

   To you as an individual?

5. What changes were made in your life when you had children?

6. What do you wish you had known before having children?

7. What financial changes did having a child make in your life?

   Physical changes?

8. Do you feel that you were ready for children?

9. Would you choose to have children again if you had it to do over? Why or why not?

"MIXED FEELINGS ABOUT PARENTING"

When you consider the joys and problems of parenting, you will find about an equal number of each. Many times we are drawn both **toward** and **away** from something. This may be true of parenting. It also explains why a mother or father has mixed feelings about children. Because parenthood is a long-term commitment, parents' emotions about their children are not constant. They may adore their baby daughter when she giggles happily in the tub. But they may dislike it intensely when she talks back at age 13. Parents may glow when their son gets an A in history and be horrified when he impulsively breaks streetlights with friends.

Parents may love their children while hating the demands they make. One father enjoyed buying his 9-year-old son a bright yellow bicycle for his birthday. The boy was happy and proud of his "wheels." During the first week he had the bike, he left it overnight in the school yard. It was promptly stolen. His father was furious.

Another set of parents willingly gave up a house they had wanted to buy for many years and used the money to send their child to college. They were hurt and angry when that child dropped out of school, saying flippantly, "I never wanted to go anyway." Parents may make elaborate plans for a family trip, planning it around experiences their children will enjoy. They resent it when their children sulk because they would rather be at home with friends.

Parents learn to live with these mixed feelings. Discipline probably causes more mixed feelings than anything else. For example, if parents do not set guidelines and stick to them, their children will walk all over them. If parents do set up rules to which their children object, they will worry about keeping the children's love. This happens because most people confuse love with liking and respect. If parents are mature, they probably always love their children, but there will be times when they do not like their behavior. Their children certainly will not always like what their parents do. But if parents are consistent and fair, they will probably always have their children's love and respect.

Because of this, it is important for people who become parents to know how they feel about many issues. For example, parents must decide how they will deal with bedtime, pajama parties, chores, friends, homework, television, drugs and alcohol, sex, driving, movies, community service, books, and travel. These are just some of the things you will have to make decisions about if you have children.

When you are ready to be a parent, you will weigh the joys of parenting and balance them with your negative feelings toward children.

Adapted from ***Parenting and Teaching Young Children*** by Verna Hildebrand. (1990) McGraw-Hill School Division.

SM-8

FAMILY STRUCTURES AND INDIVIDUAL CIRCUMSTANCES

How do these circumstances affect parenting responsibilities?

1. SINGLE PARENT FAMILIES

2. MOTHER WHO WORKS OUTSIDE THE HOME

3. FATHER WHO TRAVELS FOR HIS JOB

4. FAMILY WITH SEVEN CHILDREN

5. FAMILY WITH A HANDICAPPED CHILD

6. FAMILY WITH A CHEMICALLY DEPENDENT PARENT

7. MOTHER WHO WORKS A NIGHT SHIFT

8.

9.

10.

CINQUAIN

SM-9

Cinquain - a poem with 5 lines which uses the following form:

Line 1: Title, one word only
Line 2: Description of title, two words
Line 3: Express action, three words
Line 4: Feelings, four words
Line 5: Another word for the title, one word

An example:

Parent
"Working Mother"
Home, School, Child Care
Fulfilled, Frustrated, Overworked, Overjoyed
Person

In the space below, write a Cinquain which reflects your feelings on parental responsibilities.

"CASE STUDIES"

Tina and John have been married for four years. John has been laid off from his job several times during their marriage and Tina's wages are low. They have always been able to pay their rent on time, but never have any extra money to save for a second car or to buy a house or go on vacation. Tina wishes she could get training to be a dental assistant, but her family and friends have started to "hint" that it's time she get pregnant. Tina worries how they would ever afford a child. Do you think they could afford a child? Are they ready?

Heather has been feeling lonely. She is the youngest child in the family and the rest of her brothers and sisters are gone from home. Her mother is usually at work. Heather has a boyfriend, but the "spark" in their romance seems to have disappeared. Lately, Heather has been dreaming about having a baby. She wants companionship and is ready to give love and also receive it. She has told you her idea and asked your opinion. What will you tell her? Why?

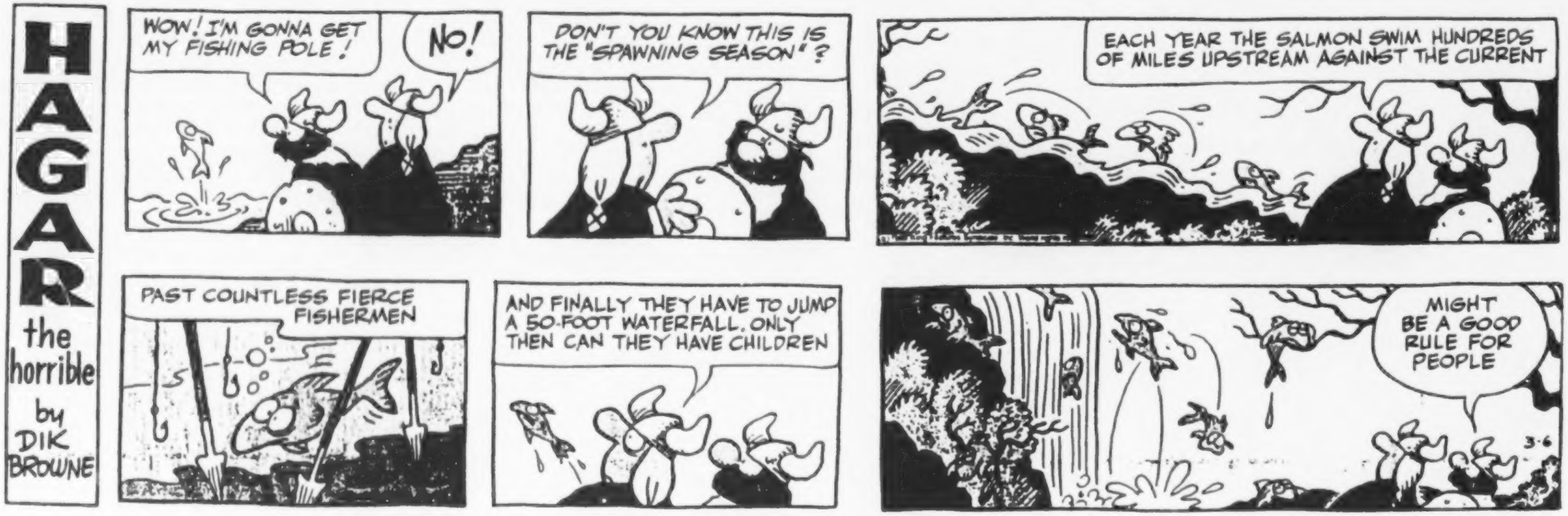
Mike and Brenda have been married for seven years. They have traveled alot and are very content and secure in their marriage and their jobs. It is obvious to people that they love each other very much. They have been talking about trying to get pregnant for some time, but still wonder about the big adjustment it will be. They worry that they might change their minds or that they might feel "tied down." They wonder if they are really ready. What do you think?

Larry and Cherie are both professionals and have good-paying jobs, a nice house and two cars. Recently, their relationship has drifted apart and they do not seem as close as they once were. They don't ever seem to have anything to talk about, so John wonders if having a baby might give them something in common and that maybe it would help their marriage. What do you think? Are they ready for a child? Why or why not?

"READINESS FACTORS FOR PARENTING"

1. Knowledge of child development and childcare procedures
2. Patience with young children
3. High levels of energy at all times of the day and night
4. Ability to postpone personal priorities in favor of the needs of the child
5. Equality of the burdens as well as the rewards of parenting between mother and father
6. Financial resources
7. Emotional maturity
8. Desire for parenthood
9. Healthy
10. Support System

Adapted from: ***Dimensions of Life*** by Gail Henderson. (1985). Southwestern Publishing Co.


HAGAR the horrible by DIK BROWNE
WOW! I'M GONNA GET MY FISHING POLE!
NO!
DON'T YOU KNOW THIS IS THE "SPAWNING SEASON"?
EACH YEAR THE SALMON SWIM HUNDREDS OF MILES UPSTREAM AGAINST THE CURRENT
PAST COUNTLESS FIERCE FISHERMEN
AND FINALLY THEY HAVE TO JUMP A 50-FOOT WATERFALL. ONLY THEN CAN THEY HAVE CHILDREN
MIGHT BE A GOOD RULE FOR PEOPLE
3-6

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Exploring the Realities of Being a Parent.

RELATED CONCERN:

A Healthy Prenatal Environment.

DESIRED RESULTS FOR LEARNERS:

- Students will examine the factors which contribute to the well-being of the pregnant woman and her unborn baby.

LEARNER OUTCOMES: The students will

1. Explore the context of prenatal development.
2. Consider the factors which ensure the well-being of the mother and the birth of a healthy baby.
3. Examine approaches for assisting parents to achieve a healthy prenatal environment.
4. Analyze the consequences of environmental and hereditary influences on prenatal development.

SUPPORTING CONCEPTS:

A. Prenatal care
   1. Maternal health habits
   2. Importance of medical care

B. Harmful influences on prenatal development
   1. Environmental hazards
   2. Hereditary defects

C. Genetic counseling and prenatal diagnosis

D. Implications of teenage pregnancy

BACKGROUND INFORMATION:

At no other time are the lives of two people — mother and unborn baby — closer than during the prenatal period. The unborn baby is surrounded by its own protective world, a world that meets its basic needs and from which a unique individual is born. This world inside the mother's body provides a safe "home" for the growing fetus - one in which the mother is responsible for eating, breathing, and eliminating wastes for both of them.

The National Foundation March of Dimes uses the slogan "Be good to your baby before it is born." It would be wise to take this slogan seriously because prenatal care should start even before pregnancy. Good health habits throughout childhood and adolescence help prepare a woman for childbearing. Staying in good health is a very important responsibility of a pregnant woman. Her child's life and health, as well as her own, depend on it.

The unborn baby lives on what the mother eats. Eating a variety of foods each day is the best way to make certain that both mother and baby are getting all the nutrients they need. Foods from each of the four food groups — fruits and vegetables, meat or other protein foods, milk and milk products, and grain products such as bread and cereal should be included daily. A nutritious diet will aid in achieving a more comfortable pregnancy and in delivering a healthy baby.

It is important to see a health care provider early in a pregnancy to get the proper care for the mother-to-be and developing fetus. Medical supervision is the best insurance for safe and successful childbearing. Women who don't get early prenatal care are much more likely to have babies who are sick and need extra medical care after birth. Early care can discover small problems before they turn into big ones.

The type of medical care selected during pregnancy and delivery of the baby depends on personal preferences and finances. The choices include general practitioners, obstetricians, nurse practitioners and certified nurse-midwives. Information for what is available in communities can be found at local hospitals, public health departments or medical societies. There are services available in most communities for those parent(s)-to-be who need financial help. One such agency is Adult and Family Services (AFS). A variety of health care providers are generally available.

Personal health habits are important even before pregnancy, but they become critically important once conception takes place. Smoking, drugs, alcohol, and caffeine can affect everyone detrimentally, but are particularly bad for pregnant women. When a pregnant woman takes any kind of drug, any kind of alcoholic drink, or smokes (tobacco or marijuana), the unborn baby is affected also. However, the unborn baby is unable to handle it like an adult.

Many women who smoke often during pregnancy have babies that have lower birth weights and they are at risk of delivering premature babies. These newborns are likely to develop health problems in early infancy. Some low birth weight babies have problems later in school. Researchers also suspect passive smoking and marijuana to be the cause of some newborn babies' problems.

Drinking alcohol - hard liquor, wine, or beer - can be harmful to the unborn baby. Alcohol, absorbed into the pregnant woman's bloodstream, poisons tissues. Research in the area has just begun in earnest, but drinking during pregnancy ranks as one of the major causes of mental retardation in America. No safe level of alcohol consumption during pregnancy has yet been established. Research has also found that babies born to pregnant women, who drink heavily, risk having a child with Fetal Alcohol Syndrome (FAS). Babies born with FAS have defects which include growth deficiency, heart defects, malformed facial features, and mental retardation.

Coffee, tea, chocolate, and some cola drinks contain caffeine. Animal experiments have shown birth defects can be a result of high doses of caffeine, so the possibility exists that too much caffeine may harm an unborn baby. Many doctors recommend that pregnant women reduce the amount of caffeine they consume.

When a pregnant woman takes drugs, the unborn baby does too. Some drugs can cause severe damage to an unborn baby. Prescription drugs such as Accutane and Tegison are know to damage the unborn baby. Although some antibiotics are harmless, others can cause damage. Street drugs (such as hashish, angel dust, LSD, peyote) can be extremely dangerous. A pregnant heroine user can addict her baby and cause it to have withdrawal symptoms after birth. Cocaine is implicated in certain malformations, fetal brain damage, and is some instances, even death of the unborn.

A recent Oregon Children's Services Division report indicates the number of babies with narcotics in their system at birth from drug use during pregnancy more than doubled in 2 years, rising from 125 in 1986 to 356 in 1988 (Corvallis Gazette-Times, December 11, 1989).

The most damaging effect of environmental hazards can occur in the first 8 weeks. Research has shown that most brain damage occurs 15-25 days into prenatal development, eye damage occurs during the 24-40 day period, heart damage between 20 and 40 days and leg development can be interrupted during the 24th to 36th day (Zamula, 1989).

The effect of certain infections on unborn children are well known. A woman who has Rubella (German Measles) during the first trimester of pregnancy runs a very high risk of having a baby who is mentally retarded, blind, deaf, or crippled. Fortunately, the availability of a Rubella vaccine has cut down this risk. Sexually transmitted diseases (STDs) are infections which can cause serious illness and deformities affecting the heart, brain, reproductive system, and spinal cord. If most of these diseases are diagnosed and treated early, risks to the unborn baby can be avoided.

Acquired Immune Deficiency Syndrome (AIDS) is also in the STD category. At the present time, about 1/3 of the babies born to mothers with AIDS will also have the disease. Today AIDS is difficult to treat and 100 % fatal (Hildebrand, 1990).

Some hereditary factors may cause prenatal development not to proceed normally, causing birth defects. Some of these defects, such as color blindness, sickle-cell anemia, hemophilia, cystic fibrosis, and muscular dystrophy can be traced back to imperfect genes in the parents. Down's syndrome is a well-known inherited disorder and is characterized by mental retardation and slow physical development. Women over 35, and especially over 40, have an increased risk of bearing a baby with Down's syndrome.

A rare but serious problem that can arise in pregnancy is Rh incompatabililty. The Rh factor is a substance in the blood cells which can cause a reaction that may produce serious illness in some infants. This only occurs when the mother is Rh negative (does not have the Rh factor) and the father is Rh positive (has the Rh factor). It rarely causes trouble for the first child, but subsequent pregnancies may result in the Rh disease. This can be treated in two ways: the baby's blood can be replaced at birth, or the mother can be injected with a vaccine shortly after the birth of her first child

(Brisbane, 1988).

The risks of hereditary abnormalities can be predicted and prevented by genetic counseling. This service combines a knowledge of heredity and birth defects with laboratory tests so that counselors are often able to tell prospective parents exactly what the chances are that their children will have certain diseases or defects.

If a woman is pregnant, there are special prenatal tests which can detect certain types of defects. Amniocentesis is a process where a small amount of amniotic fluid surrounding the baby is withdrawn and is examined for evidence of defects. The most common use of this technique is to test for Down's syndrome in expectant mothers over the age of 35. Another newer technique for detecting the same disorder is Chorionic Villi Sampling. This test can be done earlier in pregnancy, and the results are available more quickly than those of Amniocentesis. Ultrasound is another technique used for detecting certain defects, especially those involving the skeleton and organs. However, there may be some risks involved in using any of these techniques, so caution is recommended (Hildebrand, 1990).

If genetic tests indicate defects, consultation follows. After explaining the findings, the genetic counselor can describe alternative courses of action. A genetic counselor should never tell a couple whether they should or should not have children. Counselors provide information, but the final decision as to whether or not to terminate the pregnancy is left entirely up to the parents.

Teen pregnancy, especially when women are younger than 17, increases the health risks for both mother and baby. During adolescence, a girl's body is still developing. When she become pregnant before growth of her own body is complete, it is much harder for her to support the physical demands of an unborn baby for 9 months. The two most hazardous risks to the baby are low birth weight and premature labor. Also, the death rate for babies born to teenage mothers is nearly double the rate for babies born to mothers between the ages of 25 and 29 (Hildebrand, 1990). Therefore, it is especially important for pregnant teens to obtain good prenatal care from the earliest months of pregnancy. Yet half of all pregnant teenagers neglect to seek medical care during the first four months (Hildebrand, 1990).

Pregnancy can be an exciting time for the future parents. With proper health care and avoidance of known harmful effects, a mother can greatly increase the chances for a normal, healthy baby.

TEACHER PREPARATION:

1. If you have given birth to your own children, think back to your own pregnancies. What concerns did you have about prenatal development? What "stories" did well-meaning relatives tell you? What, if any, hereditary factors were taken into consideration before or during pregnancy? If you have never had children, what concerns have friends or relatives who have gone through pregnancy shared with you?
2. Are there any pregnant teens and/or teenage mothers or fathers in your class? In your school? How much information have they been given on prenatal development in other classes? What are their concerns? What support systems, if any, are available to pregnant teens in your school and in the community?

DIRECTED ACTIVITIES:

1. **"Introduction":** To set the stage for this unit, read "The Fascinating World of the Unborn" (Goer, 1989) to the students. Ask the students how this article makes them feel. Lead a short class discussion on the students' feelings while listening to the article. *(Awareness of Context)*

2. **"Myths":** What myths exist in our society about pregnancy? (Examples: A woman loses a tooth for every baby she has, a pregnant woman must eat for two, avoid ugliness or unpleasant experiences—they will upset the unborn baby, etc.) Assign students to ask their parents, grandparents, or other older adults about "old wives tales" dealing with pregnancy and childbirth. As a class, compile a list on butcher paper or a bulletin board and discuss, using the following questions as a guide.

   -What might lead a person to accept this belief? Are there any you believe are true?
   -Why do you suppose these myths regarding

pregnancy exist(ed)? Where did they come from?
-What can we learn from these myths?
-What does a pregnant woman (or "pregnant couple") need to know about prenatal development?
-Is it important to diagnose pregnancy early? Why or why not? *(Awareness of Context, Desired Results)*

Supporting Concept A: Prenatal Care

(**Note to the teacher:** If students do not have a good background in the terminology associated with pregnancy, or an understanding of pregnancy and prenatal development, a thorough study should be done before proceeding with this unit.)

3. **"Prenatal Development":** If a review is in order prior to continuing, one of the following activities is suggested:

   A. In nine groups, research each month of prenatal development. Students present findings with brief explanations and/or illustrations to the entire class.

   B. Show the series *"A Baby Grows: Prenatal Development"* (Sunburst Communications, 1988). The video tape includes *"Healthy Beginnings, A Healthy Lifestyle,"* and *"Preparing for Birth." (Awareness of Context)*

4. **"Diet"**: Use references to identify nutritional needs of the expectant mother. (Refer to SM-1, "Eating Well During Pregnancy).

   -What are the differences in food requirements for a teenager and a pregnant woman?

   In small groups have the students list foods that a typical teenager eats in a day. Would this "typical" diet be appropriate for a pregnant woman? If not, what changes would be necessary?

   Working in small groups, have students complete SM-2, "Diet During Pregnancy." What might be some reasons a pregnant teenager would not follow this diet?

   -What body functions would change if poor eating habits were continued throughout pregnancy?
   -What would be the consequences for the unborn baby?
   -Why is it important to have good nutritional habits before pregnancy?
   -What are some possible effects on the mother's health and well-being as a result of poor nutritional habits?
   (Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)

5. **"Community Resources":** Women with low income or those on welfare may have poor diets. Help students identify options for these women by assigning small groups of students to contact agencies such as the American Red Cross, the WIC (Women, Infacts and Children) program, county health departments,and so forth, to find out what resources are available in their communities. See interview form SM-3 in the "All Citizen's Responsibility" unit for suggested questions. Have students report their findings to the class.

   -How might low income people feel about asking for public assistance? *(Alternative Approaches)*

6. **"Medical Care":** Invite a qualified health care provider (or a panel of medical personnel) to speak to the class on health and physical needs of pregnant women. Before the panel is present, have the students add their own questions to the following list:

   -Why is medical care important early in pregnancy?
   -Why do pregnant teens often wait to seek medical care?
   -What are some possible consequences of failure to secure medical care early in pregnancy?
   -How can the father assist in prenatal care?
   -What if the father is a teenager?
   -What are the consequences of gaining too much weight during pregnancy?
   -What about the consequences of not gaining enough weight? *(Awareness of Context, Desired Results, Consequences of Action)*

7. **"Alternatives for Medical Care":**

   -What are the options for medical care during pregnancy? (physicians, obstetrician, nurse practitioners, certified nurse-midwives). List these on the board or on an overhead.

-What are factors to consider when selecting a health care provider? (availability, cost, etc.)

-Using the "Practical Reasoning Think Sheet," have the students individually analyze the choices. What values are being considered during this process?

(Alternative Choices, Consequences of Action, Desired Results)

Working in small groups, determine what provisions are made in the community for low or no-cost prenatal care. Find out what services are available, when and where, how much they cost, and who is eligible to use them.

-What are the advantages and disadvantages of each service?

Report back to the class. This could be combined with an assignment in Activity 5 on nutrition services available in the community. *(Alternative Choices)*

Supporting Concept B: Harmful Influences on Prenatal Development

8. **"Harmful Influences":** Show the video tape *"Journey to Birth,"* available from the March of Dimes.

   -What are the factors which may influence or cause irregularities in prenatal development (e.g., diseases, defective genes, extreme psychological stress, drugs, alcohol, smoking, STDs, AIDS, etc.)

   Compile a list on butcher paper or an overhead transparency.

   Have each student choose one factor from the above list to research the latest information in periodicals, newspapers, or pamphlets and videos obtained from the March of Dimes. Textbooks with useful information are Brisbane (1988), Decker (1988), and Hildebrand (1990). Compile that information into visual form (chart, transparency, bulletin board, etc.) and share with the class. Follow with a discussion of the most critical periods of pregnancy and the consequences of ignoring this information on the infant, parents, and society. *(Awareness of Context, Consequences of Action, Desired Results)*

9. **"Genetic Counseling":** Show the video "Healthier Babies: The Genetic Era" (also available from the March of Dimes) or invite a genetic counselor to speak to the class. Discuss which birth defects tend to be hereditary or genetically related (Down's syndrome, hemophilia, sickle-cell anemia, etc.).

   -How do some people carry or pass on the characteristics?

   -Why are some children affected while others are not? *(Awareness of Context)*

10. **"Parent Panel":** Invite one or two parents of children with handicapping conditions resulting from defective genes or hereditary disease to share their experiences during pregnancy, birth, and childhood. *(Awareness of Context)*

11. **"Case Studies":** Using cases studies such as the two below, have small groups discuss alternative choices the parent(s) have in each case.

    -What are the consequences of each alternative? To the Parent? To society?

    -What values underlie each choice?

    Karen and Michael are in their early 20's and plan to be married soon. Michael suffers from an extreme form of ***Diabetes mellitus.*** *He is slowly losing his sight. Doctors have given him approximately 15 more years to live. Both Karen and Michael enjoy children and think they would make good parents.*

    Virginia and Bob are a married couple in their late 30s. Each one has a child from a previous marriage; a daughter, 12, and a son, 15. Virginia has been pregnant for two months. Her mother is adamant that she undergo some sort of prenatal test to determine if the baby is developing normally. (Alternative Approaches, Consequences of Action, Desired Results).

12. **"Teenage Pregnancy":** View a film or videotape on teenage pregnancy, such as *"Clear Vision"* or *"Rockabye"* from the March of Dimes. Using SM-3,("Teen Pregnancy Statistics") [Children's Defense Fund, 1986] present statistics on teenage pregnancy.

    -What are the reasons for the high rate of teenage

pregnancies in the United States?
-Are there some cultures for whom early pregnancy and motherhood are not undesirable?
-What are the consequences of teen pregnancies for teens? For their parents? For their children? For the community? For society as a whole?

Individually or in pairs, interview teenagers, who are presently pregnant or who have recently given birth to a child. Some suggested questions:

-Was it a conscious decision to become pregnant? If so, why?
-What were your feelings when you found out you were pregnant?
-What was the father's reaction?
-Did you consider terminating the pregnancy?
-When did you first seek medical consultation?
-Where did you go for medical care?
-What were your eating habits during the first weeks of pregnancy?
-What have been the consequences so far of your pregnancy for yourself? For the father? For your family? *(Awareness of Context, Alternative Choices, Consequences of Action, Desired results)*

13. **"Reflection":** Have students work in groups of 2 or 3 to fill out SM-4 ("Prescription for a Healthy Pregnancy"). Follow up with a class discussion.

Have students react in writing to the following statement:

"An expectant mother has a moral obligation to maintain her own health during pregnancy." *(Desired Results)*

RESOURCES:

Books and Periodicals:

Barr, L., & Monserrat, C. (1987). *Teenage pregnancy: A new beginning*. Alburquerque, NM: New Futures, Inc.

Brisbane, H.E. (1988). *The developing child: Understanding children and parenting*. Mission Hills, C.A.: Glencoe Publishing Company.

Compton, N., Duncan, M., and Hruska, J. (1987). *How schools can help combat student pregnancy*. Washingtion, D.C.: National Education Association Publication.

Decker, C.A. (1988). *Children: The early years*. South Holland, IL: Goodheart-Wilcox Company, Inc.

Dorris, M. (1988, November). Child without dreams. *Forecast for Home Economics*.

Goer, H. (1989, November). The fascinating world of the unborn. R*eaders Digest*, pp. 150-154.

Hildebrand, V. (1990). *Parenting and teaching young children*. Oklahoma City: McGraw-Hill.

Westlake, H.G. (1984). *Parenting and children*. Lexingtion, MA: Ginn and Company.

Zamula, E. (1989, June). Drugs and pregnancy: Often the two don't mix. *FDA Consumer*.

Curriculum Guides:

Ohio Department of Education (1983). *What to do regarding nurturing human development*. Columbus, Ohio.

Texas Education Agency (1988). *Parenting and child development.* Austin, Texas.

Films and Videotapes:

March of Dimes: *Clear Vision* [Film], *Inside my Mom* [Film], *Journey to Birth* [Film], *Our Genetic Heritage* [Film], *Rockabye* [Film].

KGW-TV Documentary: *Children of Cocaine.*

(1988) Sunburst Communications: *A Baby Grows: Prenatal Development.*

Pamphlets:

Children's Defense Fund, (1986). *Preventing children having children,* Washington, D.C. Request copies from 122 C Street N.W., Washington, D.C. 20001.

March of Dimes pamphlets:

Be good to your baby before it is born
Double trouble: Drugs, alcohol, tobacco abuse during pregnancy
Facts you should know about teenage pregnancy
Pregnant? and want a healthy baby?
Recipe for healthy babies
Will my drinking hurt my baby?
You're a teenager, you're having a baby and you need help.

March of Dimes pamphlets (free of charge) and videos (on loan basis) are available from: Lewis and Clark Chapter, March of Dimes Birth Defects Foundation, 1220 S.W. Morrision, No 510, Portland, OR 97205 (222-9434). A catalog of educational materials is also available on request.

EATING WELL DURING PREGNANCY

Mother and Baby Need:	How much is needed each day:	What it gives mother and baby:
Milk: whole, skim, powdered, buttermilk	**4-5 servings** one serving is: 1 (8 oz.) glass milk ½ c. cottage cheese 1½ c. ice cream 1 c. yogurt 1½ slices cheese	**Calcium:** Needed to build strong bones and teeth; helps nerves and muscles work well **Protein:** The building block of body, brain and blood; needed to build a strong body and mind and keep them healthy; important for recovery after delivery **Vitamin D:** Helps the body use calcium; prevents rickets **Vitamin A:** "Good Looks Vitamin"; needed for eyes, skin, hair, and normal body growth
Meat and other protein foods: meat, fish, chicken, eggs, cheese, milk, liver	**3 or more servings** one serving is: 2-3 oz. meat (the size of the back of your hand) 2 eggs 3/4 cooked beans ¼ c. peanut butter ½ c. nuts	**Protein:** The building block of the body, brain, and blood; needed to build a strong body and mind and keep them healthy; important for recovery after delivery **Folic acid:** B Vitamin needed to help the body use iron **Iron:** Needed for red blood cells, which carry oxygen through the body; prevents anemia ("low blood iron"); baby's body stores iron during pregnancy for use after birth **B Vitamins:** Needed for healthy nerves, good appetite; helps body use other nutrients
Fruits and vegetables: *for Vitamin C:* oranges, lemons, grapefruit, strawberries, green chili, tomatoes, brussel sprouts, broccoli	**4-5 servings** one serving is: ½ c. cooked or canned 1 c. raw 1 piece fruit •Choose at least one serving of Vitamin C each day •Choose at least one serving of Vitamin A each day	**Vitamin C:** Helps keep body healthy; needed for teeth, gums, bones, body cells, and blood vessels **Vitamin A:** "Good Looks Vitamin"; needed for eyes, skin, hair and normal body growth

Mother and baby need:	How much is needed each day:	What it gives mother and baby:
Breads and Cereals: Whole grain or "enriched" bread, cereal, muffins, tortillas, fry bread, buns, rice, macaroni, noodles, spaghetti (Stay away from cereals that have a lot of sugar or food coloring in them.)	**5-6 servings** one serving is: 3/4 c. dry cereal ½ c. cooked cereal 1 slice bread 1 large tortilla ½ c. cooked noodles, rice or macaroni 1 bun or biscuit	**B Vitamins**: Needed for healthy nerves, good appetite; helps body use other nutrients **Iron**: Needed for red blood cells, which carry oxygen through the body; prevents anemia ("low blood iron"); baby's body stores iron during pregnancy for use after birth
Water: alone or in the fluids	**6-8 (8 oz.) glasses**	**Body Fluids**: Help the body use the food you eat and carry wastes out of the body

SM-2

DIET DURING PREGNANCY

Sara is 16 years old and 2 months pregnant. Her doctor told her that she needs to eat a well-balanced diet. Below is a list of the foods that Sara ate yesterday. What could be the consequences for Sara if she continues this eating pattern throughout her pregnancy? What could be the consequences to her unborn child?

Sara's Diet:

Breakfast: Doughnuts, fruit punch

Lunch: Cheeseburger, French fries, diet Pepsi

Dinner: Fried chicken, mashed potatoes with gravy, corn, milk

Snack: Candy bar, diet Pepsi

Make a two-day meal plan which would meet Sara's nutritional needs, using SM-1 as a resource.

BREAKFASTS **LUNCHES** **EVENING MEALS**

Day 1:

Day 2:

Include snacks as appropriate for both days:

TEEN PREGNANCY STATISTICS

Each Day:

More than 3,000 teen girls become pregnant; 2,300 of these pregnancies are unintended.

Teen mothers give birth to 1,300 babies; 800 of these mothers have not completed high school; 100 have not even completed ninth grade.

Five-hundred schoolage teens have abortions.

Twenty-six 13- and 14-year-olds have their first child; Thirteen 16-year-olds have their second child.

Each Year:

One American teen in 10 becomes pregnant, compared to fewer than one teen in 20 in England, France, or Canada. Teen pregnancy rates among white American teens are twice those in other industrialized nations.

Of more than 1 million teen pregnancies that occur, 125,000 are to girls 15 and younger; 3 out of 4 are unintended, and about 1 in 2 ends in abortion.

Other Key Facts:

Only half of the teens who become parents before the age of 18 graduate from high school.

A teen mother earns half the lifetime earnings of a woman who waits until age 20 to have her first child.

Teen mothers are twice as likely to be poor as non-teen mothers.

Only 54% of all teen mothers begin prenatal care in the first 3 months of pregnancy.

Medicaid pays for 30% of all hospital deliveries involving pregnant teens.

Of all Aid to Families with Dependent Children, 60% of the recipients had their first child as a teen.

Source: Children's Defense Fund (1986). Washingtion, D.C.

SM-4 PRESCRIPTION FOR A HEALTHY PREGNANCY

Susan and David have been married for two years and have one child, age 14 months. Susan has just discovered that she is pregnant again. A brief medical history of the couple appears below:

	Susan	*David*
Age:	20	23
Occupation:	Community College Student	Auto-Mechanic
Pregnancy:	Second	
Blood Type:	A negative	A positive
Rubella Immunity:	Vaccinated	Had as a child
Smoker:	2 packs of cigarettes a day	Marijuana
Eating Habits		
Breakfast:	3 cups of coffee	Cereal, coffee
Lunch:	Fast food — burger, tacos, etc.	Same as Susan
Supper:	Often microwave meals	Same as Susan
Family Genetic Disorders:	None	Diabetes

What characteristics of their histories might they be concerned about? Why?

CONCERNS:

HEALTH PROBLEM	*REASONS FOR CONCERN*
1.	1.
2.	2.
3.	3.
4.	4.

RECOMMENDATIONS:

1.

2.

3.

4

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Exploring the Realities of being a Parent.

RELATED CONCERN:

Circumstances when Parenting occurs.

DESIRED RESULTS FOR STUDENTS:

The students will examine the various parenting situations as they occur in families and analyze their impact on parents, children, and society.

LEARNER OUTCOMES:

1. Recognize the various family structures in which parenting experiences occur.
2. Analyze the advantages and disadvantages of each parenting situation.
3. Examine the problems which parents and children encounter within each parenting situation.
4. Consider alternative strategies for solving problems which occur within each parenting situation.
5. Analyze the consequences of action on children, parents, and society which result from alternative strategies.
6. Consider the desired results which can result from positive relationships within each parenting situation.

SUPPORTING CONCEPTS: Family structures include:

A. Two parent family with biological children

B. Single parent family

C. Blended family

D. Family with adopted children

E. Foster home

F. Extended family

G. Family headed by teenage parent(s)

BACKGROUND INFORMATION:

Parenting experiences occur in many different situations. In our society, they exist most often in family settings. Family structures vary, but typically they are headed by:

1. married, biological parents
2. single parents
3. step-parents
4. adoptive parents
5. foster parents
6. grandparents
7. teenage parents

Each family structure has distinct advantages and disadvantages as well as its own unique set of challenges and concerns for those in the parenting role.

The family consisting of husband, wife, and children born to them has been depicted as the typical American family. That is no longer true. In the 1980s only one in five families fit within that category (Decker, 1988). In this unit we will explore the problems which arise in the single parent family, the blended family, the adoptive family, and the foster home. We will also discuss circumstances when grandparents are placed in the parental role and when teenagers are parents.

Single Parent Families: One of the most visible types of emerging family forms in our culture is the single parent family. The number of single parents has increased dramatically in recent years. A family headed by a single parent may consist of children and a parent who was once married, but has lost the marriage partner through death, divorce, desertion, or legal separation. Other single parents may be an unmarried mother or a single person with an adopted child. Statistically, one out of every five children is being raised in single parent families and women head ninety percent of those families (Decker, 1988).

Men and women report different types of problems as single parents. As could be expected, single mothers have more financial problems than single fathers. Two out of five single parent families headed by women have incomes under the poverty level. This is because men are generally better educated and command a higher salary than women. Two other problems single mothers face are role strain and social isolation (Bigner, 1985). Fathers report more problems with the physical aspects of childcare and housework. There appears to be less social isolation with single fathers but they do experience a decline in the number of social activities in which they participate (Bigner, 1985).

When death or divorce ends a two parent family, children feel the loss of a relationship and a role model. Emotional problems may emerge because of stress caused by changes in the family structure. One special concern faced by single parents is the feeling that their children need to develop positive relationships with adults of the opposite sex. This can often be accomplished by adult relatives or friends who provide a positive example of gender-role development.

Despite societal discrimination against single parents, some are able to look at the positive side of their situation. Some single parents do a better job of child-rearing than couples. Children in a well-adjusted single parent home are often more stable than those whose two parent homes are unhappy.

Blended Families: Between eight and ten million children live in "blended" (reconstructed or remarried) families. Blended families have various structures. Either one or both spouses may have been married before, and they may have children from previous marriages. When a parent marries, the new spouse becomes a step-parent. In more than half of all remarriages, step-fathers enter into a single parent family headed by the mother.

Step-parenting brings many challenges. Both step-children and step-parents feel uncertain and anxious, coping with the many stereotypes of step-parenting which exist in our society. A variety of problems are experienced. Many of these problems are related to:

1. merging different family customs
2. establishing new roles and norms of behavior
3. developing rules and establishing daily routines
4. learning to respect the possessions and privacy of others
5. establishing bonds of loyalty to the new family as well as maintaining relationships with members of the former family (Decker, 1988).

The most common problem encountered in blended families relates to establishing discipline patterns. Disagreements often arise over how discipline will be handled. In addition, step-parents often find that it is more difficult to discipline step-children than their own biological children. They are often afraid to punish them because they want to be liked by their step-children.

Step-children's concerns are related to conflicting emotions. Step-children are often worried that liking a step-parent means betraying a birth parent. They may be jealous of the step-parent for sharing their biological parent's attention. Or, they may resent their step-brothers or step-sisters for causing changes in their way of life.

It takes time and special effort for members of a step-family to build satisfying relationships. Experts agree that this process can take anywhere from two to five years. But the blended family presents opportunities for growth and learning. Parents can develop a strong bond as a couple and take satisfaction in having solved problems together. Step-children have the opportunity to learn to be flexible, to be exposed to different ways of doing things, and to have a variety of role models.

Families with Adopted Children: The concept of adoptive families is changing. Childless couples are still adopting, but so are single people and couples with birth children. Agencies are still placing babies, but they are also placing older children, sibling groups, and children with physical and mental handicaps. People are still going to agencies for help in becoming parents, but they are also seeking to adopt on their own. Furthermore, there has been an increase in the number of children being adopted from countries outside the United States.

Adoption has traditionally had a veil of secrecy surrounding it—the child's past history has been unavailable to him or her and the adoptive parents. This practice has changed drastically over the past two decades. New practices are emerging, such as disclosure of detailed information to adult adoptees about their past; contact between birth parents and adoptive parents through letters or direct meetings; and open adoption, which involves direct contact between birth parents, adoptees and adoptive parents both before and after the birth (Gilman, 1984).

Adoption can often result in a happy situation for both parents and children. But the job of adoptive parents is a challenging one and many problems exist. Most adoptions still involve the adoption of a child by a relative (e.g., a step-parent) so the problem areas stated above under step-parenting must be addressed. However, the challenges facing non-relative adoptions are unique to those circumstances.

Foster Parents: Foster parenting is a service which provides children with a substitute family while their parents are unable to care for them. This may be for a short time or for several years. Some children are placed in a foster home because they can not get along with their parents. Others are placed in foster homes because their parents cannot give them adequate care. In still other cases, children are placed in foster homes because of physical abuse, sexual abuse, emotional abuse, neglect, or abandonment.

Being able to contribute positively to the lives of children in need of a temporary home can make the experience of foster parenting a rewarding and satisfying one. However, foster parents face some special challenges. The children are often bewildered, angry, resentful, and distrustful of adults. They need a great deal of love and understanding.

One of the most difficult situations for foster parents is to be ready to give up the children whenever the state decides to send the children back to their natural parents.

Extended Families: The extended family form is one in which two or more generations of the same family share a household. An extended family usually consists of a grandparent, parent, and grandchild living together. In these circumstances, many grandparents take on a major responsibility for raising their children's children.

The relationship between grandparents and grandchildren is unique. A popular myth that grandparents spoil grandchildren may result from the longing of a child's parents to be treated in the same fashion. Nature offers grandparents a second chance to rectify the mistakes they made with their own children. In healthy families, grandparents do not subvert parents—they teach, support, and nurture them (Kornhaber and Woodward, 1981).

Outside of the extended family, the role of grandparent in today's society is not quite clear. Living near to one's children and grandchildren enhances interaction and creates a close relationship between the generations. But mobility has separated many families so that grandparents are physically located too far away for weekly or even monthly visits. Therefore it is often difficult for grandparents and grandchildren to establish a lasting relationship.

Teenage Parents: In the past two decades there has been a significant increase in the number of teenagers who become pregnant and decide to keep their babies. The obvious result is an increase in the number of teenage mothers. Some of these marry the father resulting in some two-parent families, but the divorce rate among these couples is very high. This results in a large number of children being raised in single-parent homes.

Unfortunately, pregnancy, childbearing and childrearing among teenagers has many negative consequences. Most of these are long rather than short-term. Children born to teenage mothers are at greater psychological risk than those born to older mothers. Prematurity and low birth weight are two consequences related to teenage pregnancy which result in long-term implications for the child's health and quality of life. There appears to be a greater tendency for these children to have lower intelligence test scores, and to have behavioral, learning, and other problems related to development (Bigner, 1985).

Most experts claim that teenage parents may expect interruptions in their education, lowered educational aspirations, the probability of unemployment and/or low-paying jobs that are unsatisfying. Since younger mothers are likely to have large families, it is more difficult to seek employment and to hold a job once it is obtained (Bigner, 1985).

Findings from a recent study ("Expert," 1990) on poor girls from rural and urban communities is not in agreement with the views expressed in the information above (see SM-1). According to researcher Arline Geronimus, "Poor girls who become teenage mothers improve their economic outlook and increase their chances of having a healthy baby."

Among her findings:

1. Infants in poverty-stricken communities are healthier if their mothers are in their teens rather than their 20s, because poor mothers are healthier when they are younger.

2. Teenage mothers form alliances with the father's families—even if they are not married—that improve the mother's economic positions.

3. Teenage mothers are free to earn a living in their 20s, because their children are old enough to be cared for by other family members.

4. The elevated death rate for children of poor black mothers would become even higher if the women were encouraged to delay childbirth.

With the recent Family Support Act (also called the Welfare Reform Act) many communities in Oregon are setting up educational programs to help teenage parents complete their high school education and learn appropriate parenting skills. In most of these programs, childcare is also provided. See SM-6 in the "Childcare Issues" unit.

There are many teenagers who make successful parents. They are ones who are emotionally secure and have well-developed personalities. In addition, they make a conscientious effort to assume the responsibilities that go with the parenting role.

TEACHER PREPARATION:

1. In what type of family structure did you grow up in? Did you feel that your family was normal? Were you ever embarrassed by your family? Did any of your friends make fun of your family?

2. How has this changed for today's teenager? What problems are they facing today which did not exist during your childhood. What types of family structures are represented in your classes? What circumstances of parenting are represented in these families?

DIRECTED ACTIVITIES:

Directed Activities 1, 2 and 3 relate to all of the Supporting Concepts (A-G)

1. **"Family Structures":** To "set the stage" for this unit, ask the students to write a paragraph which describes the typical American family to a foreign student who has just arrived in the community.

   -How many family members would that typical family contain?
   -How many parents would it include—one, two, four?
   -What language would that family speak?
   -Think about your own family. Would you consider it to be "typical"?

   Have the class brainstorm to identify the various family structures which can be found in the United States today. List these structures on the chalkboard or overhead projector.

   Show one of the videos *"Families: Their Forms and Functions Today"* or *"Today's Family: Adjusting to Change."* Compare the family forms listed above to those referred to in the videotape(s).

   -How can a "typical" family be redefined?

   Discuss the stereotypes we have about various family structures (e.g., Cinderella and her stepmother).

   -Where did these stereotypes come from?
   -How can these stereotypes be overcome?

   Divide the class into groups representing each of the family structures. Using selected resources, have students compile the latest statistics and/or other information about each one. The students should share this information orally with the class. *(Awareness of Context)*

2. **"TV Family Lifestyles":** Assign students to complete SM-2, "TV Family Life Styles." (This would be best if assigned over a weekend.)

   -What family structures are most prevalently portrayed by television?
   -Are they realistic situations? Why or why not?
   -If problems were presented, did you agree with the ways they were handled?
   -How might problems have been handled if the family structure had been a different one? *(Alternative Approaches, Desired Results)*

3. **"Interviews":** Have each student choose one family form and interview parent(s) in that category. (Try to have each of the following represented: single parent, step-parent, adoptive parent, grandparent, teenage parent) See SM-3, "Interview Questions" to use during the inter-

view. Students should add their own questions which will be appropriate to use in their own situation. The information gathered through these interviews will be shared with the class during the unit (as each parenting situation is presented and discussed). *(Awareness of Context)*

Supporting Concept B: Single Parent Families

4. **"Single Parent":** Videotape a TV show which depicts a single parent family. As students view the show, have them consider the following questions:

   -Were the incidents depicted realistic for single parents you know?
   -Could the problem(s) dramatized be solved in other ways?
   -What would be the consequences of other solutions for the parent?
   -What values were implied throughout the show?
   -How would the problems, solutions, and consequences be different with a two parent family? A blended family? An extended family? *(Alternative Approaches, Consequences of Action, Desired Results)*

   If available, you may wish to show the video *"Daddy Doesn't Live Here Any More"* or the filmstrip *"Single Parent Families: Coping With Change."* Discussion should relate to how problems are handled, alternative solutions to those problems, and desired results. *(Awareness of Context, Alterantive Approaches, Desired Results.)*

   Ask students to share information from their interviews with single parents.

   -What are the unique challenges involved in single parenting?
   -What are some negative aspects? Positive aspects?
   -What methods are used to solve difficulties arising from single parenting?
   -What community resources are available for single parents? *(Awareness of Context, Alternative Approaches)*

5. **"Case Studies":** Using stories such as SM-4, "The Single-Mother Experience" or "Chuck Rollins" (SM-6 from the "Families and Crisis" unit), ask students to read one or both of them. Have them react in writing (in a journal for privacy) expressing the feelings evoked by the situations. *(Awareness of Context)*

   Divide the class into small groups. Using the information from the interviews with parents, have students design case studies which depict some common problems confronted by single parents. Two examples follow:

   Anna has recently been divorced. She was given custody of her three children, ages 8, 4, and 2. She has found a job at a local fast food restaurant and plans to attend the local community college part-time. Her ex-husband has been late with child support payments in the past, and for the last two months she has not received any support payments from him.

   Susan was widowed two years ago. She has decided to return to school to complete a college degree in education so that she will be qualified to become an elementary school teacher. She will need to relocate to the college town, several hundred miles from her present home. Her two children will be in kindergarten and first grade.

   Discussion questions for the above case studies:

   -What are the immediate problems these single parents face?
   -What might they be feeling as they face the problem?
   -Where can they go for help?
   -What might they be feeling when they ask for help?
   -What are the short-term consequences for each parent and the children?
   -What are the long-term consequences for each parent? For the children? For society?
   -What values are implied in the decisions each parent has already made?
   (Alternative Approaches, Consequences of Action, Desired Results)

Supporting Concept C: Blended Families

6. **"Word Association":** List on the chalkboard step-father, step-mother, step-children, blended family. Ask students to write down the first word that comes to mind for each of these words.

- -Are their reactions related to myths or stereotypes of step-parents and step-families? If so, what are the reasons for these feelings?
- -Are stereotypes different for various cultural or socio-economic backgrounds?
- -How do these myths and stereotypes contribute to the problem these families face? *(Awareness of Context)*

7. **"Areas of Conflict":** Have students complete SM-5, "Stepfamily Concerns." Compile results. Which items were considered to be the biggest problems? Smallest? Ask students who interviewed parents in blended families to share the information from those interviews. Compare the conflict areas cited by interviewed persons with those listed on SM-5 ("Step-family concerns"). Make any additions necessary. *(Awareness of Context)*

   Divide the class into small groups to create case studies of step-families using the conflict areas above. Turn the case studies into role-playing situations. (Example: Ann has been divorced for two years and Dan has been widowed for one year. They have been married for one month. Both work outside the home. Her children—both girls—are eight and ten years old and his children —both boys—are nine and twelve years old. A family conference has been called to try to establish family "ground rules.") After each role-play, have students discuss alternate solutions for each situation. Consider both the short- and long-term consequences for each solution.

   - -What are the desired results for each situation?
   - -Would the way the conflicts are handled depend on either the cultural background or the socio-economic level of the families? *(Alternative Approaches, Consequences of Action, Desired Results)*

8. **"Successful Step-Families"**: It takes time and special effort for blended families to build satisfying relationships. Refer to interviews:

   - -What were some of the positive aspects of living in a step-family shared by step-parents?
   - -What characteristics do successful step-families have?

   Have students write a one page essay entitled: "An ideal step-parent would..."*(Desired Results)*

Supporting Concept D: Families with Adopted Children

9. **"Adoption":** Before proceeding with the discussion on adoption, the teacher needs to be aware of any adopted children in the class. How will the feelings of the adopted students in the class be respected? Perhaps a general announcement could be made to the whole class that if any of them have been adopted and would like to talk to the class about it, to see the teacher personally.

   On 3 x 5 cards, ask students to write down their definition of adoption. Write the dictionary definition on the chalkboard: "To choose or take as one's own." Compare the differences and similarities of the various definitions.

   - -What are some myths and stereotypes associated with families that have adopted children?
   - -Have these changed in recent years? Why or why not? *(Awareness of Context)*

   Ask students who interviewed adoptive parents to share the information from those interviews.

   - -What were the reasons for deciding to adopt?
   - -How many different adoptive scenarios were discovered through the interviews? (e.g., newborn baby, handicapped child, a child from abroad, etc.)
   - -What difficulties were encountered during the adoption process?
   - -What adjustments in the parent's lifestyle were necessary to accommodate an adopted child? *(Awareness of Context)*

10. **"Guest Speaker":** Invite a guest speaker from a social service agency (e.g., Children's Services, Boys and Girl's Aid Society) or an adoption agency to talk to the class about the advantages and disadvantages of adoption as a parenthood option. Some questions to ask include:

    - -What are the procedures in Oregon for adopting children?
    - -Are they different if you want to adopt an infant, older child, special needs child, etc.?
    - -What are the risks in adopting a child?
    - -What are characteristics of individuals and families that make them good candidates for adopting children?
    - -How is the child's age at adoption related to

successful adjustment by the child's family?
- -Extended family members often advise family members against seeking adoption. How could that negative pressure be handled?

Have students design further questions. *(Awareness of Context)*

11. **"Open Adoption":** Assign students to read the article "Giving Up Devin" (SM-6) (Morris, 1990) to the class. Have students individually react in writing to the article, considering the following questions:

- -How did this article make you feel?
- -Do you agree with Molly's decision to give up her baby?
- -What were the positive and negative aspects of this open adoption arrangement?
- -What have been the short-term consequences for Molly? For the adoptive parents? For Devin?
- -What do you think the long term consequences will be for each of the persons involved? Indicate what values are reflected in your reaction. *(Consequences of Action, Desired Results)*

Assign students to read SM-7, "Letters from Readers." Identify the values reflected in the letters. Have students compose a similar letter reflecting their own reactions to the article. *(Alternative Approaches)*

12. **"Problems in Adoptive Families":** On the chalkboard or overhead, list the typical problems which occur in an adoptive family (e.g., how and when to tell children they are adopted, adoptive children wanting to locate their natural parents, jealousy between natural children and adoptive children, etc.). In small groups, discuss each of these problems using a "Practical Reasoning Think Sheet" from the first unit. Each group should share with the entire class, the main points of their discussion. *(Awareness of Context, Desired Results, Consequences of Action, Alternative Approaches)*

13. **"Foster Parenting":** Before proceding with the discussion of foster parenting, the teacher needs to be aware of any foster children in the class. How will the feelings of the foster children in the class be respected?

Ask students who interviewed foster parents to share the information they collected from their interviews. If no foster parents were interviewed, invite a speaker from a county or local social service agency to talk to the class. Use the following questions for discussion:

- -How does foster parenting differ from other parenting situations?
- -What are the objectives of foster parenting?
- -What are the objectives for the natural parents?
- -What situations lead to child placement with a foster family?
- -What are the special skills required of foster parents?
- -What are the feelings experienced when foster children return to their natural parents? *(Awareness of Context)*

14. **"Bill of Rights":** Hand out SM-8, "Bill of Rights for Foster Children" (Child Welfare League of America, 1975).

- -Why do you think a bill of rights for foster children was adopted by Congress?
- -Who do you think was involved in instigating rights for foster children?
- -How difficult might it be for foster parents to adhere to the rights listed?
- -Which of these rights listed would be appropriate for all children? *(Awareness of Context, Desired Results)*

Supporting Concept F: Extended Families

15. **"Grandparents":** Within many extended family situations, grandparents are faced with the parenting role for a second time. Project a transparency of SM-9 ("Family Circus Cartoon"). Discuss feelings students have concerning their grandparents.

- -How many have grandparents living with their families?
- -Have the grandparents assumed the parenting role?
- -Do they act as the head of the family, or have they assumed a secondary parenting role?

Distribute SM-10, "Grandparenting Situations" for students to complete. The follow-up discussion should address the attitude of grandparents, parents, and grandchildren in each of the situations. Brainstorm some common problems which might occur in each of the above situations. *(Awareness of Context, Consequences of Action)*

16. **"Resolving Conflicts":** What are some possible ways of handling the following conflicts resulting in the situations from Directed Activity 15?

    a. A teenage mother thinks that her baby considers grandmother "mama."

    b. A divorced mother is convinced her parents are spoiling her children.

    c. The teenagers resent the "house rules" their grandparents have set for them.

    d. The parents and grandparents disagree on methods of disciplining the children.

    Using the practical reasoning process, suggest alternative ways to approach these conflicts, list the consequences of action for each alternative, and identify the desired results for these families. *(Awareness of Context, Desired Results, Consequences of Action, Alternative Approaches)*

Supporting Concept G: Families Headed by Teenage Parent(s)

17. **"Teenage Parenting":** Teenage parenting can occur in any of the family stuctures. However, the most common parenting experience for teenagers occurs as a single mother. To begin this topic, select one of the following activities:

    A. Show a video or a film such as "Real People: Meet a Teenage Mother" or "Teen Mom: A New Beginning." (Check your ESD for other titles relating to teen parenting.) Complete and discuss SM-11 "Teenage Parenting." *(Awareness of Context, Alternative Approaches, Consequences of Action.)*

    B. Using selected resources such as "Put my Future on Hold" (Beyer, 1983) (SM-12) or "The Crises of Teenage Pregnancy" from ***Choices,*** (Christopher, 1986), have students read articles relating to teenage parenting.

    -Why do teen parents face so many more challenges than older parents?
    -How does society stigmatize teen parents?
    -What is the short-term effect of teenage parenting on society? Long-term? *(Awareness of Context, Alternative Approaches, Consequences of Action)*

    Hand out copies of the case study "Nancy and Paul" (SM-13) to small groups of students. After students have discussed the questions on the handout, bring the class together to discuss all alternatives and consequences of each.

    -How might the parent's problems affect the baby?
    -What might be done to help Nancy and Paul's Situation?
    -Where can they go for help?
    (Alternative Approaches, Desired Results, Consequences of Action)

18. **"Panel Discussion":** Invite a group of teenage parents (mothers and fathers) to share their experiences with the class. The following items could be included during the discussion:

    How do young parents cope with:

    a. Curtailed social activities
    b. Financial constraints
    c. Finding adequeat childcare arrangements
    d. Developing a satisfying husband/wife relationship
    e. Balancing parenting responsibilities and school (or work)
    f. Discrimination from society, school, churches, older parents, peers
    g. What are the "pluses" of young parenting? *(Consequences of Action, Desired Results)*

19. **"Teen Dads":** If available, show a video relating to teen fathers, such as "Teen Dads: The Forgotten Half." After viewing, follow up with questions which get at the underlying issues from the accompanying study guide. *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

20. **"Community Resources":** Refer to the "All Citizen's Responsibilities" unit for suggestions on identifying community resources.

    -What programs or agencies are available in communities in Oregon for helping young parents?

-What is included in these programs?
-What agencies are available to help young parents?
-Are both parents eligible for receiving help? *(Alternative Approaches, Desired Results)*

21. **"Welfare Reform":** This activity relates to Public Policy Issues.

    Note to the Teacher: Read SM-14 "Major Features of the Family Support Act" (Oregon Department of Education) to clarify the requirements of this legislation as it relates to teen parents. If you wish more clarification on this Act before discussing it with students, contact one of your school administrators or the Oregon Department of Education.

    Read segments of the article "Linn Schools Preparing for Returners" (SM-15) (Democratic Herald) to the class. Lead a discussion on the impact this legislation has on your school and on teen parents in your town and county.

    Invite a school district administrator or a school board member to speak to the class on the impact this has had on the school district.

    -How is the school district meeting the requirements of the law? *(Awareness of Context, Alternative Approaches)*

22. **"Reflection":** Have students write a cinquain poem reflecting their feelings on two or more of the circumstances when parenting occurs. The basic form of the cinquain includes five lines:

    Line 1: Title, one word only
    Line 2: Description of title, two words
    Line 3: Expression of action, three words
    Line 4: Feelings, four words
    Line 5: Another word for the title, one word

    An example of a cinquain about a single parent follows:

    Father
    Weekends Only
    Zoo, McDonald's, Movies
    Sad, Tired, Lonely, Depressed
    Friend

    Another example of a cinquain poem can be found on SM-9 in the "Multiple Realities" unit.

RESOURCES:

Books and Periodicals:

Beyer, M. (1983, Spring). "Put my future on hold." *Teen Times*, p. 12- 13.

Bigner, J. (1985). *Parent-child relations: An introduction to parenting*. New York: MacMillan.

Brisbane, H. (1988). *The developing child.* Mission Hills, CA: Glencoe Publishing.

Christopher, M. (1986, March, April, and May). "The crisis of teenage pregnancy." *Choices*.

Decker, C.A. (1988). *Children: The early years*. South Holland, Ill: The Goodheart-Wilcox Company.

Expert: Teen pregnancy not all bad. (1990, February 17). *Statesman Journal*.

Gilman, L. (1984). *The adoption resource book.* New York: Harper and Row.

Hildebrand, V. (1990). *Parenting and teaching young parents*. Oklamhoma City: McGraw Hill.

Kornhaber, A. and Woodward, K.L. (1981). *Grandparents, grandchildren: The vital connection.* Garden City, New York: Anchor Press/Doubleday.

Letters. (1990, February 11) *Northwest Magazine.*

Morris, R. (1990, January 14). Giving up Devin. *Northwest Magazine* (Sunday Oregonian) p. 8-14.

Oberst, Gail (1990, April) *Democrat Herald.*

Ryder, V. (1985). *Parents and their children.* South Holland, Ill: Goodheart-Wilcox Company.

Stein, J. (Ed.) (1975). *The Random House College Dictionary.* New York: Random House, Inc.

Pamphlets:

Staff. (1989, January). "Becoming a step-parent." Corvallis, Oregon: Oregon State University Extension Service.

Child Welfare League of America. (1975). "Standards for foster family service." New York, New York.

Curriculum Guides:

Ohio Department of Education (1983). *What to do regarding nurturing human development.* Columbus, Ohio.

Texas Education Agency. (1988). *Parenting and child development.* Austin, Texas.

Films and Videos:

1981. *Daddy doesn't live here any more* [Film]. Pleasantville, N.Y.: Human Relations Media.

1987. *Families: Their forms and functions today* [Film]. Culver City, C.A.: Home Economics School Service.

1987. *Real people: Meet a teenage mother* [Film]. Pleasantville, New York: Sunburst Communications.

1987. *Single parent families: Coping with change* [Film]. Culver City, CA: Home Economics School Service.

1988. *Teen dads: The forgotten half* [Film]. Films for the Humanities.

1988. *Teen mom: A new beginning* [Film]. Culver City, CA: Home Economics School Service.

1983. *Today's family: Adjusting to change* [Film]. Mount Kisco, NY: Guidance Associates.

Expert: Teen pregnancy not all bad

Poor girls' outlook bright, she says

The Associated Press

NEW ORLEANS — Poor girls who become teen-age mothers improve their economic outlook and increase their chances of having a healthy baby, a researcher said Friday.

The findings challenge the widely held belief that teen-age pregnancy and motherhood are among the most serious problems facing the poor, Arline Geronimus of the University of Michigan said.

"I think women in poverty know what they're doing," she said. "There are social realities in the poor that those of us doing research are unaware of."

Among her findings:

- Infants in poverty-stricken communities are healthier if their mothers are in their teens rather than their 20s, because poor mothers are healthier when they are younger.
- Teen-age mothers form alliances with the fathers' families — even if they are not married — that improve the mothers' economic positions.
- Teen-age mothers are free to earn a living in their 20s, because their children are old enough to be cared for by other family members.
- The elevated death rate for children of poor black mothers would become even higher if the women were encouraged to delay childbirth.

Geronimus presented her findings Friday at a meeting of the American Association for the Advancement of Science.

"I would like to go on record today in opposition to the view that teen childbearing is self-destructive, irrational or anti-social behavior," Geronimus said.

The Children's Defense Fund, a research and advocacy group in Washington, campaigns actively to reduce the teen-age pregnancy rate.

"If a 15- or 16-year-old becomes pregnant, there's no way that's a smart thing," Ray O'Brian of the group said.

Teen pregnancy and motherhood lock poor women into poverty and poor academic performance, he said.

In a separate study, researchers reported that teen mothers were no more likely to drop out of school than their childless classmates.

"Simply altering the fertility patterns will not guarantee social and economic well-being for young mothers," researchers Dawn Upchurch of Johns Hopkins University in Baltimore and James McCarthy of Columbia University in New York said.

Geronimus based her findings on health statistics and on anthropological investigations of poor rural and urban communities. She also built on the work of anthropologist Carol Stack, who found that poor teen-age women who have children get financial help.

Statesman Journal
Salem, Oregon
Saturday, February 17, 1990

TV FAMILY LIFESTYLES

Television offers different versions of the American family structure. Some of these include: biological parents, single parents, blended families, and extended families.

Assignment:

Part I: Identify several different family forms and list below in the left hand column. In the right hand column, name a TV show that depicts that form.

Example:	**FAMILY FORM**	**TITLE OF TV SHOW**
	Blended Family	"The Brady Bunch"
1.		
2.		
3.		
4.		

Part II: Choose one program to watch and answer the following questions:

A. Summarize the program.

B. What difficulties/conflicts arose?

C. How were decisions made? Who made them?

D. Did the problem situations occur because of the family structure? Discuss briefly.

E. Was the dramatization of the family and their problems presented realistically? Explain why or why not.

INTERVIEW QUESTIONS

The following questions are suggested to help students as they interview the following groups of parents: single parents, step-parents, adoptive parents, foster parents, and teenage parents. Students should be encouraged to design other questions as appropriate.

Name:____
Marital status:____________________________________
Number and ages of children:__________________________
Employment status of parent(s):________________________

Specific questions for single parents:

1. How do you handle being both father and mother to your child(ren)?

2. How do you manage household chores and childcare?

3. What is the best part of being a single parent?

4. What is the hardest part of being a single parent?

5. Have you experienced financial difficulties because of your single status?

6. Do you ever feel like people misunderstand you or are prejudiced against you when they learn you are a single parent?

7. Whom do you call on or ask for help from when an emergency arises?

8. What community organizations are available for single parents?

Specific questions for step-parents:

1. How did you prepare your children for changes in the family setting?

2. Has it been difficult to adjust to different family traditions related to culture, religion, etc.?

3. What is the best part of being a blended family?

4. What is the hardest part of being a blended family?

5. Do you ever feel like people misunderstand you or are prejudiced against you when they learn you are a stepparent?

Specific questions for adoptive parents:

1. What was (were) the reason(s) you decided to adopt a child?

2. Was the adoption through an agency or an independent source?

3. What were the most difficult adjustments in the first weeks and months?

4. What is the best part of being an adoptive parent?

5. What is the hardest part of being an adoptive parent?

6. Has anyone ever treated you differently when they learned you were an adoptive parent?

Specific questions for foster parents:

1. What are the reasons for becoming involved in foster parenting?

2. What is the best part of being a foster parent?

3. What is the hardest part of being a foster parent?

4. Has anyone ever treated you differently when they learned your child was a foster child?

Specific questions for teenage parents. (If the parent is a single mother, refer to the questions for single parents.) In addition:

1. What was the hardest thing in adjusting to married life?

2. Why did you make the choice of marriage?

3. Did your decision alter any future plans?

4. Do you feel you were ready to be a parent?

5. Do you ever feel like people are prejudiced against you when they realize you are a teenage parent?

THE SINGLE MOTHER EXPERIENCE

My daughter says she doesn't have a family, only a mother.

She wants a daddy and a baby and a crazy, raucous, family dinner hour. My heart saddens, I want those feelings for her.

Something is missing.

I am missing the familiarity of one man's body, the warmth of him beside me.

I am missing my old friends, family. They wonder, and sometimes pull away.

I am missing the satisfaction of a life unfolding according to plan, ordained by God, my mother, and the president of the PTA.

Rhythm is interrupted. Performance is gone. So is security.

We are all going through it, millions of us...divorced, separated, widowed, never-been-married mothers in the United States with children under eighteen. We vary in age. We are a racial mixture. Some of us are broke. Some of us are rich. Together we share a unique lifestyle. We are solely responsible for the care and well-being of ourselves and our children.

Perhaps the world really is too turned upside down for anyone to figure out. Perhaps there is too much change, confusion, anger in the air. I've tried to rationalize it all away, let it mend itself without me. The reality of my life continues. I am sad. My daughter is resigned.

What to do?

I am not willing to wait for the shrinks and the social workers and the politicians to decide how the ideal family operates. They will be years at it, even if they do know what they're talking about.

I am not willing to wait for the next man. Maybe he will come, maybe he won't. Maybe I will stay with him, maybe I won't. I refuse to continue my life as a "state between marriages."

I am a single mother **now**. I want a fulfilling life **now**.

I want responsible work.

I want lots of friends, for me and for my daughter.

I want mobility.

I want enough money.

I want a nice place to live.

I want a good place for my daughter to spend her days.

I want leisure time.

RIGHT NOW.

How? How for me? How for all of us?

We can't change something we know little or nothing about.

What is the single mother experience? What is our commonality? I am not unique. What is my experience? What do I do? How do I feel?

ALONE, RESPONSIBLE, OVERWORKED, TIRED, PLEASED, AFRAID, HILARIOUS, TOUCHED. PROGRESSING, ANGRY, HOPEFUL, ON TOP OF IT ALL.

Sound familiar?

ALONE. Late at night. Full of things to talk about, questions to be answered, tickles to be tickled, jokes to be cracked, backs to be rubbed, love to be made. But alone. Tonight I don't like it.

RESPONSIBLE. Brandice (my daughter) is crying. Lost her shoes. Someone scared her. She's spending the night with a friend. Okay mom? Needs her allowance. No money. Damn. Money.

OVERWORKED. Too much to do. Strung out. Meetings. Papers, organizing, decisions, dinner. Too much. My energy is gone. I should have more. What is the matter with me?

TIRED. Let's not even eat dinner.

PLEASED. Brandice wondering about sex (she is eleven)...she'd been hearing dirty stories from the neighborhood kids. I reassured her. She was glad she talked to me, I was too. Pleased that we are so close. She's been invited away for the weekend. Pleased to have some time for myself.

AFRAID. There is something terrible wrong. Nobody is getting along with anybody. Splitting up. Arguing. Moving on. I can't cope with this confusion, this uprootedness. The lies I get told. The lies I tell. The fraud on people's faces. The stiff bodies. The words. Nobody is moving. Nothing is happening. We are all stuck in a lonely, nobody-knows place. We are doomed.

HILARIOUS. Larry making faces, horrible faces, after he has promised to do my week-old dishes and takes his first look in my sink. Brandice does a Joe Namath commercial and wags her bottom. Beverly and Leo admit that their self-proclaimed model relationship is not perfect (they are psychologists).

TOUCHED. Bob and Sydelle and Sybil and Mike and Cory and Amy sit beside me, hug me while I am crying and being sad because I haven't felt cared for in a while. Sylvia offers to lend me $200 when I am broke and getting desperate (panicking). Germaine Greer tells a national television audience that she "blew" her last relationship.

PROGRESSING. Telling a male friend who is having a problem with Brandice to talk to her about it, not me. Getting the oil changed in my car when the red light first comes on, not three days later. Being aware that I didn't ask that friendly man in the clothing store to have coffee with me because I was scared he would think I was crazy...knowing that I'll do it next time I meet a friendly man.

ANGRY. Brandice went on a camping trip and took the only toothbrush. And the toothpaste. Having my mother call me up long distance to tell me that my sister is blissfully happy in her three-year marriage. My landlady won't get me a new hot water heater. Discovering a new man won't let me get upset. I am upset!

HOPEFUL. Someone understood what I was talking about. Brandice tells me a secret. I meet five new interesting people. Someone is honest with me, even though it hurts. Having a friend and still being friends when it's over. An old lover shows up for coffee (we're still friends).

ON TOP OF IT ALL. Money in the bank, food in the refrigerator, work done. Brandice laughing, a new friend coming over.

No, I am not unique. We all share the delights and the difficulties of independence.

By Karol Hope

STEP-FAMILY CONCERNS

The following statements are possible areas of conflict in a step-family. Place a checkmark under the number which best describes to what extent you agree with the statement:

4 agree completely, **3** agree, **2** agree only partially, **1** do not agree

		4	3	2	1
1.	Amount and regularity of financial support from natural parent				
2.	Spending income from child support payments				
3.	Sharing living space with siblings				
4.	Accepting new parent				
5.	Divided loyalty between children and new mate				
6.	Comparison of step-parent to natural parent				
7.	Challenges to step-parent's authority				
8.	Rivalry between "yours," "mine" and "our" siblings				
9.	Pressures for success of new marriage				
10.	Differing interests, family traditions, and values among family members.				

Using information from interviews, add other areas of conflict which occur in step-families.

Giving Up Devin

BY REBECCA MORRIS

In the past two years, Molly Davis has learned a lot about motherhood. Mostly, she's found out that it's almost impossible to let go.

Northwest/ROSS HAMILTON

Molly Davis watches the weather and is inclined to be pessimistic about it; a summer day with only a few clouds is not enough to brighten her mood. Where others see at least partly sunny skies, she finds imperfection.

On a Saturday morning last summer, the weekend of her 30th birthday, she awoke to a Portland sky that was sunny except for a few high clouds. She packed an overnight bag, caught a bus downtown, rode another bus to Salem, and eventually arrived at the home where she would celebrate her birthday. In her honor, a huge card was propped on one table, and a gift wrapped with pink ribbon waited in another room.

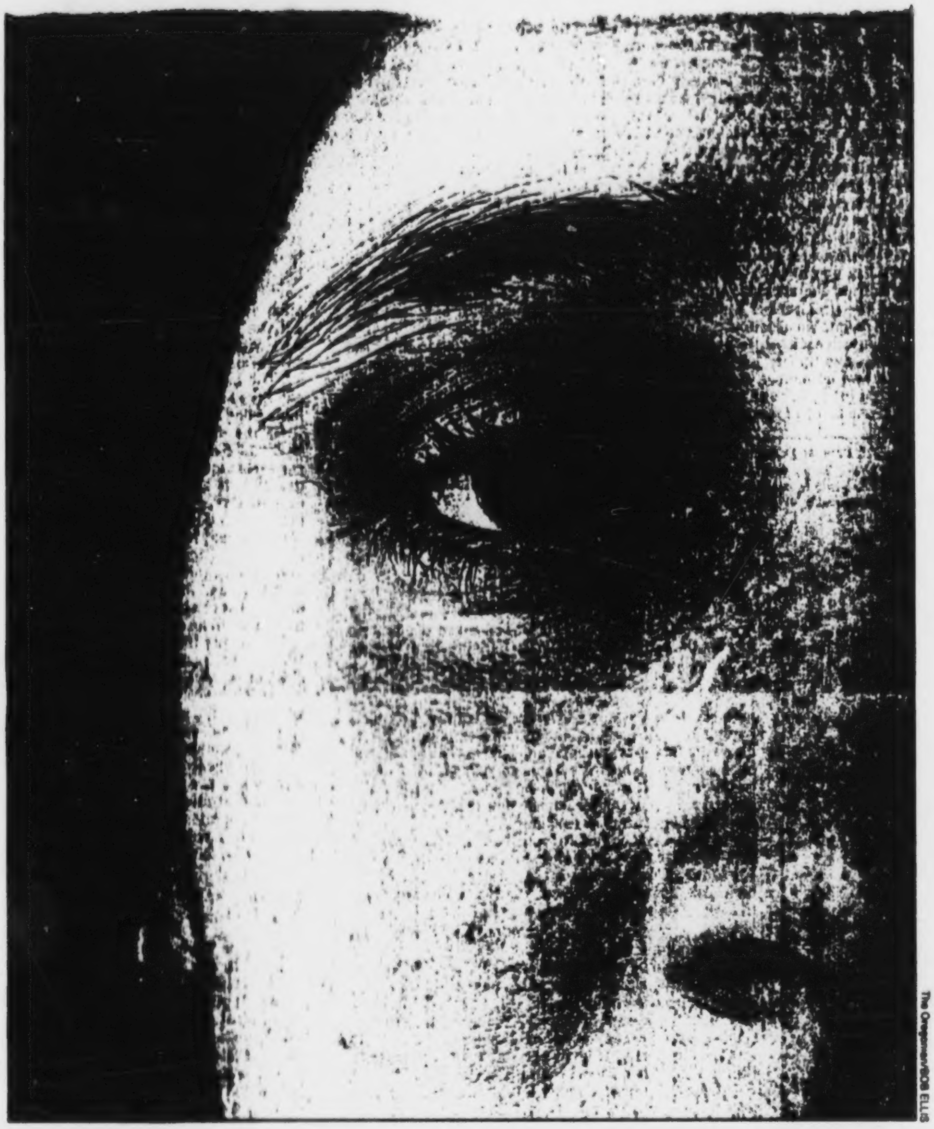
A toddler in Oshkosh overalls, busy flinging a ball around the family room, looked at her but said nothing and went on with his game.

"Hi, baby," Molly Davis said to her son, as she stroked his head.

To the child, Devin William Reynolds, Davis is only an occasional weekend visitor. To his parents, Maureen and Richard Reynolds, she is his birth mother. Because they wanted a child and Davis was able to give them one, the Reynoldses struck a deal that could make Davis a part of their lives for many years.

To many observers, the relationship between the Reynoldses and Davis is unusual and difficult at times. But the three Oregonians are not alone. Increasing numbers of childless couples who have delayed parenthood and who have fertility problems are seeking creative solutions in order to obtain a healthy infant. Surrogate motherhood, in vitro fertilization and open adoption are all responses to the problem. And each carries with it a cluster of potential hazards.

Traditionally, adoption has meant that a birth mother surrenders all rights and contact with her child. But open adoption takes a different approach: Open Adoption and Family Services Inc., the Portland agency Molly Davis used to select the Reynoldses to adopt her baby, gives the birth mother the chance to choose and meet the adoptive parents and then elect to have continued contact with the family after the birth. Some other agencies allow birth mothers to select who will adopt their baby, but they do not mediate a legal relationship between the parties. Open



The Oregonian/BOB ELLIS

"I DID WHAT ANY PARENT DOES; I MADE THE BEST POSSIBLE HOME FOR MY CHILD. HE'S HAPPY, LOVED AND WELL CARED FOR. IT WAS THE RIGHT DECISION FOR HIM. IT WAS NOT THE RIGHT DECISION FOR ME."

Adoption and Family Services does.

The Reynoldses and Davis entered into their tangled emotional relationship not so much because they wanted to, but because both needed to. "If there weren't a problem, there wouldn't be an adoption," says Jeanne Etter, executive director of Open Adoption and Family Services, herself an adoptive mother.

Like surrogacy and high-tech surgery to solve infertility problems, open adoption is only a few years old, and Davis and the Reynoldses are among its pioneers. Open adoption is intended to offer peace of mind to the birth mother and adoptive parents; birth mothers with what is now called an "untimely pregnancy" can receive yearly photographs and updates on their child, and adoptive parents gain a security knowing the child's family and medical history. What is hoped, but of course not guaranteed, is that all parties to the process will find that peace of mind.

Davis has not.

"The problem is, I keep losing him," she says of her decision to give up her child yet retain contact through open adoption. "I did what any parent does; I made the best possible home for my child. He's happy, loved and well cared for. It was the right decision for him. It was not the right decision for me."

What the Reynoldses and Davis have in common is Devin, the child Molly bore and the child who has given Maureen the chance to be a mother. Their story is both happy and sad. It is a story about three parents and one child, about the redefining of the concept of family, about being a mother with no child to mother, and about unassuaged grief.

Molly Davis was 27 the summer of 1987, when she discovered that she was pregnant. A headstrong young woman, she wasn't about to ask the advice of her parents or anyone else, much less tell them her plans.

She wasn't unhappy about the news. Her boyfriend, Jim, a senior at the University of Oregon, wanted to get married. Davis was living in her own apartment in Portland, working as a receptionist and bookkeeper. But she and Jim had always fought, and she was afraid the marriage wouldn't survive the pregnancy. And she didn't want to have an abortion.

She was sick while pregnant and had to give up her job. With no husband and no money, she had to move in with her father and his second family. If she had had something — money, kept the baby.

"The irony is, if I knew then what I do now, I would have trusted my ability to keep him," says Davis, who lets her long, dark hair hang straight and wears wire-rimmed glasses she admits to hiding behind. "If I'd known how terrible it would be not to have him. . . .

"I tell Mo (Maureen Reynolds), 'It's not that I don't want you to have him . . . I don't want me *not* to have him.' "

Jim left the state. She tried to find him after the baby was born but never did.

During her pregnancy, Davis made the rounds of the adoption agencies and got fed up with how they treated birth mothers. "They said, 'Maybe you could meet the parents once.' I said, 'It's going to be the way I want because it's my baby.' I didn't want someone telling me how it was going to be. Everything is geared to the adoptive parents. Well, what about what I want?"

She was unlike many birth mothers, older and outspoken. She had experienced a lifetime of losses, most of achieving parents, she seemed to have taken the divorce hardest, although all four live less traditional lives than their parents. None of the four have married; none have been to college; and one of Davis' sisters is raising her child born out of wedlock.

Davis' upbringing was unconventional: Although born and raised in Beaverton, she moved to New York with her father after her parents split up and was separated for long stretches from her mother and siblings. Maybe that's why she has such a longing for a sense of family. Davis never seemed to have the ambitions of other young women of her generation. All she wanted, even as a child, she says with a laugh, was to be a nun or "to be Doris Day and have children."

"The most important thing to me," she says more seriously, "is to have a family life."

By the time she found Open Adoption and Family Services, Davis had gone from one therapist to another for nearly half her life in an attempt to ease whatever anguish had tormented her since childhood. She came to Open Adoption and Family Services with "a lot of family baggage, sadness, anger and resentment," according to her counselor and mediator at the agency, Martin Giovannini, himself an adoptive father in an open adoption.

Despite her history of loss and grief, Giovannini considered her a "low-risk" birth mother. He didn't think she would change her mind during the adoption process and keep the child. He did predict correctly that she would come to question her decision.

At the agency, Davis read autobiographies of prospective adoptive parents and studied their photographs. There was one couple she wanted to meet. They were her first and only choice to be the parents of her baby.

The Reynoldses' neighborhood, in the low hills across the river from Salem, is not one of young parents and small children. Most of the children are raised and gone, and their parents now walk the quiet streets in the evenings.

The home of Mo and Richard Reynolds didn't even have a bedroom for a child. It was a house built for a couple, which is what they feared they might always be.

Both Mo, 36, and Richard, 45, come from big families. They had postponed starting their own family to begin their careers, then found Mo was infertile; surgery was unsuccessful. They went to Open Adoption and Family Services because friends had worked with the agency.

"It fit us," Richard Reynolds says of the philosophy of open adoption. "We're open people. Most adoptive children are obsessed with finding out where they are from. I didn't want my child at 13 wanting to know that. They don't always enjoy what they find."

REBECCA MORRIS is a Portland free-lance writer. ROSS HAMILTON is Northwest Magazine's staff photographer. BOB ELLIS is a staff photographer for The Oregonian.

A NEW OPENNESS

MOLLY DAVIS HAS NEVER MET JEANNE ETTER. But when she decided to give her son up for adoption two years ago, it was Etter's concept that shaped the course of that choice.

Etter, executive director of Open Adoption and Family Services Inc., started the agency in the early 1980s, drawing on her own experience as an adoptive parent to fashion the program. The agency, with offices in Eugene and Portland, now handles about 50 open adoptions a year.

On paper, the concept looks reasonable: A birth mother chooses a couple to adopt her baby and receives periodic updates on the child; adoptive parents get to know the family and medical history of their child. But open adoption is not for everybody, and the idea of continued contact, in the form of visits, or letters and photographs sent through an agency, frightens off some birth mothers and adoptive parents.

"In a closed adoption, the question is, 'Where are my children? Are they dead? How can I ever let them know I love them?' " Etter says. "In an open adoption, the birth mother must deal with the loss and knowledge that someone else is parenting the child."

Etter, of course, believes the advantages of open adoption outweigh the drawbacks.

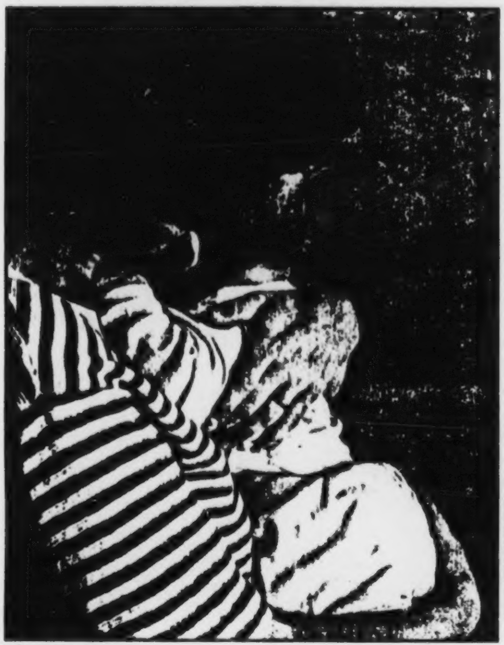
"For a child, to have the knowledge both of love of the birth family and knowledge of heritage — those things are so critical to young people. It is hard to form one's identity if half is kept in secrecy. Adoptees are very conscious of the fact they have lost something. To grow up and have evidence of birth parents' love is important. Children don't believe in love if it's not tangible."

Etter did not handle Molly Davis' case. But her own experience suggests that Davis' lingering regrets are extreme and rare. "I think the grieving process parallels other losses. I think that's what happened here. Like they say, 'Your first loss is your last one.' You can end up in a cycle of repeating that. I don't think she (Davis) will be stuck forever."

As Etter points out, Davis and the Reynoldses could have, and maybe should have, elected for less contact, as most birth mothers and adoptive parents do. But the concept of choice is at the heart of open adoption.

"I hope there are always a wide variety of choices available," says Etter. "My crusade is that women have choices when they can't parent and fit adoption to their own needs.

"I hope there'll be more open adoptions. But it's not for everybody."



Northwest/ROSS HAMILTON

"THE IRONY IS, IF I KNEW THEN WHAT I DO NOW, I WOULD HAVE TRUSTED MY ABILITY TO KEEP HIM. IF I'D KNOWN HOW TERRIBLE IT WOULD BE NOT TO HAVE HIM. . . ."

They have been married 15 years, an important consideration for Molly Davis, who wanted her child in a stable home.

The ranch-style house, with a Volvo and Porsche out front and a pool with Sesame Street characters in the back, is being enlarged. Richard Reynolds, a slightly built, approachable man with light brown hair, is doing most of the remodeling himself; he has been a carpenter since leaving his job as a land-use planner for Marion County several years ago. Mo Reynolds is an interior designer who works on homes and offices. She sports a friendly manner and a mane of curly brown hair.

The couple's home — filled with Mediterranean furniture and the shades of brown and rust that were popular in the '70s — has been given over to Devin. His crib stands in a corner of the family room under a mobile of clowns; a stuffed bear and a rocking chair are nearby. A small ceramic painting of a baby hangs on one wall of the house. The lettering says, "God sent you the best he had."

There are signs of Davis in the house. A photograph of her with Devin is magnetically fixed to the refrigerator door. An album chronicling her pregnancy is on a table. Among the children's books piled on the floor of the family room — among traditional stories like "The Little Engine That Could" and Snow White" — is one titled "Love You Forever." It is the story of a mother's life-long relationship with her son. There is no father present in the story, and when the son is himself an adult and father, no wife around. Only mother and son. Molly Davis gave the book to Devin on his first birthday.

When Molly Davis visits and reads a book to Devin, Mo Reynolds clutches the bear and rocks in the rocking chair.

The last days of January 1988 were unseasonably mild. Shortly after Davis gave birth, it started to rain.

Mo and Richard Reynolds were nearly out of their minds with excitement and fear. They were waiting in a room at Good Samaritan Hospital in Portland, remembering how Molly Davis had changed her mind four times during her pregnancy, how she could still change her mind and keep her baby.

They could hear a woman screaming. "That's not Molly," Richard Reynolds remembers thinking, but it was.

"When we were there, the nurse comes in and says, 'Would you like to see your son?'" he recalls. "It hit us like a ton of bricks."

From their meeting in September 1987, until Devin's birth on Jan. 27, 1988, Mo Reynolds and Molly Davis were nearly inseparable. The two women, who could pass for sisters with their long brown hair, also dressed alike, loved the same foods and completed each other's sentences. They went shopping, to restaurants, to the park, and to Davis' medical appointments. Davis joked that no guy she had ever dated had taken her out so much.

It was also a time when Davis was vulnerable and emotional. "I asked Mo, 'Are you afraid I won't go through with it?' " Davis remembers. "She said, 'No.' I didn't keep it from them, that I was having feelings. They knew it was a possibility."

Open Adoption and Family Services offers limited counseling to both birth mothers and adoptive parents. Martin Giovannini worked more with Davis, before and after the birth of her baby, than with almost any birth mother in the five-year history of the agency. He knew she would grieve for her baby.

"Adoption is a major loss," he explains. "The person is still there, but there are no legal ties. There is a finality about death that isn't there in adoption. It's also a loss for the adoptive parents, who know they cannot conceive and raise their own child. And it's a loss for the child, not being with birth parents. Hopefully, with an open adoption they work together on the loss."

Some aspects of Davis' life began improving during her pregnancy. The Reynoldses paid for an apartment so she could move out of her father's house. She spent Christmas with Mo's relatives; in photographs and on videotapes she looks like a happy and very pregnant member of the family.

Mo Reynolds bought a beeper so she would know when Davis went into labor. It went off once accidentally, sending her frantically to a telephone.

The call that Davis was having her baby came at 3 o'clock on the morning of Jan. 27, 1988. The Reynoldses left Salem in the predawn and drove to the hospital.

Northwest/ROSS HAMILTON

"WE'RE OPEN PEOPLE. MOST ADOPTIVE CHILDREN ARE OBSESSED WITH FINDING OUT WHERE THEY ARE FROM. I DIDN'T WANT MY CHILD AT 13 WANTING TO KNOW THAT. THEY DON'T ALWAYS ENJOY WHAT THEY FIND."

The Reynoldses gave Davis time alone with the baby for the three days following the birth. Davis breast-fed her baby and kept him in her room at all times. She didn't want him "whisked away," and she had not signed the adoption papers yet. She was determined that it be done her way.

Mo and Richard Reynolds grew more apprehensive. Every visit to the hospital brought a combination of joy and fear. "We knew we would be leaving the hospital with him, and Molly would leave with nothing," Richard Reynolds explains. "Seeing them together was difficult for us, knowing she might change her mind. And the breast-feeding creates a bonding. We went home nervous each day, and we were worried about going to get him. Taking Devin out of the hospital was the hardest thing I've ever done."

They gave Davis a gift, a necklace with Devin's birthstone, and wondered if she would ever get over giving up her son.

After signing the papers, after handing the baby to his new parents, Davis took her necklace and went home to her apartment alone. She slept, then awoke crying. She called a friend, another open-adoption birth mother, who went and stayed with her.

Mo and Richard Reynolds told her to call them when she was ready to talk. She didn't have a job or a roommate to turn to. At first, she felt some relief; after all, she wasn't pregnant anymore; she could get on with her life. After two weeks, she called.

Mo and Richard Reynolds named their baby. Davis didn't like the name Devin at first, but it was what they wanted; William, his middle name, is a family name in both the Davis and Reynolds families. The crib, the toys and the books began to fill the family room.

Davis wrote her son a letter he'll read someday to help explain her decision to give him up. She wrote it, she says, because if he only saw the photographs and the videos, "he would think everything was a picnic."

Now, the mornings are the hardest.

"When I am waking up," Davis explains, "I think, 'God, I don't want to wake up,' because you wake up and have to deal with it. All you want to do is go back to sleep and never wake up again.

"In the beginning it felt like someone was stabbing me. Now, it feels like someone dropped a bag of cement on me. I'm walking down the street, I suddenly remember, and life stinks all over again.

"In terms of spiritual growth, I've had to face the dragon. Some people live their whole life and never do. No doubt it's made me a better person. I still can't believe I went through with it. It feels impossible to accept. I feel anger, incredible hurt, guilt, horror. But I'd be crazy by now, insane, if I knew nothing about Devin."

Davis' adoption agreement entitles her to two visits a year. But she and the Reynoldses have more frequent contact, usually when they visit Portland for several hours at a time every few months. She has no legal claim to Devin. But the emotional link is firm; no amount of time seems to lessen it.

Nevertheless, a few months after Devin's birth, Molly Davis stopped seeing her son and his parents because the visits were so painful. But after several months, she "reached a level of acceptance" and began visiting again.

She still lives in the apartment she found when she was pregnant, although it continues to feel like a temporary home to her. Nearly a dozen framed photographs of Devin decorate the rooms, something her former counselor, Giovannini, finds excessive and thinks contributes to her grieving. He believes it is taking Davis longer than other birth mothers to go on with her life.

She went back to work as a receptionist and bookkeeper and keeps a picture of Devin on her desk. Her parents, whom Davis has worked hard to keep separate from her life with Devin, believe she has matured. Davis started dating a man and introduced him to Devin and Mo and Richard Reynolds. But then

with him.

Her friends are other birth mothers who have given up their babies. They come to her apartment or she meets them for lunch or dinner. They talk about their children. How the sun has lightened their child's hair. How Devin suddenly likes boats, so Molly and Richard and Mo looked in all the books and magazines for pictures of boats. How Devin took a fall last week but is OK. How Devin knows a cat says meow. How Devin calls Richard and Mo Dada and Mama.

Davis wants what Mo and Richard Reynolds have — a relationship, a home, a child. But she can't just forget Devin. The reasons she selected open adoption — because she wanted things her way, wanted to know her child and his future — are the reasons she grieves. Her personality dictated her desire for control over the adoption process, but it also prevents her from separating now that the process is complete.

"A lot of people say, 'Oh, you'll have another baby,'" Davis says. "But that doesn't change anything. Any time anyone has a baby, it changes you for the rest of your life."

All around Devin, there are adults. Mo Reynolds is not the full-time caregiver; she works every day, going to the office from which she conducts her interior design business. Richard Reynold's 75-year-old mother comes in to care for Devin. The grandmother "has problems" with the open adoption concept, according to her son; but she is willing to help.

Although Davis refers to Devin as "ours," Mo and Richard Reynolds are clear about who the boy's parents are.

"I'm his mother," Mo Reynolds says. "Molly is his birth mother. I'm the one there every day feeding him. I don't feel I'm anyone other than his mother. He'll always love Molly; she's special. But she's Molly more than Mommy."

Davis, however, says she feels a competition for Devin's attention. She has struggled with it and will be assertive about being with him. She is at once his mother and not his mother; in spite of all her photographs and stories about Devin, she is no more than the occasional weekend visitor in the Reynoldses' home.

The Reynoldses want Devin to know the truth about his parentage, but they are unwavering about Davis' secondary role. At

for her and have a need to respond.

"We are her way back, not part of the loss," Richard Reynolds says. "We're stable people; she picked us because we are. She doesn't seem to have others in her life to give her confidence. We see her crying; I think we're as important to her as her association with Devin."

For those reasons, Molly Davis is treated like a member of the family. And, like all families, Davis and Mo and Richard Reynolds have their ups and downs. To others, Davis complains about Richard leaving most of the parenting of Devin to his wife; the Reynoldses worry that Molly will adjust poorly to their plans to bring another child and possibly another birth mother into their lives.

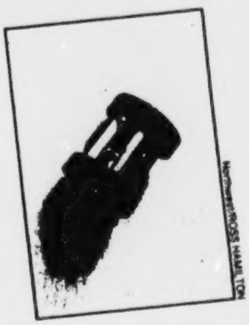
They would all be better off, the Reynoldses say, if Molly settled down, got married and had children. At this point, the emotional risks are clear to them: "We're walking a tightrope," Richard says. "How much do we expose Devin and ourselves to her?"

The Reynoldses give Davis a lot of credit for putting the welfare of her child before herself. Although they are the benefactors of her decision, it may be they can't, even now, understand it.

"Could you give this up?" Richard Reynolds asks a visitor as he lifts a still-sleepy Devin from his crib.

It is January, and time for another birthday celebration. Davis will pack an overnight bag and catch a bus to Salem. The cake and presents will be for 2-year-old Devin. Molly Davis and Mo Reynolds will stay up late talking, as they always do, and will remember the night Devin was born. This time they will also talk about the Reynoldses' plans to adopt another baby, whether the baby expected in late February will be a boy or a girl, and when the two birth mothers will meet.

"She's a very strong person," Mo Reynolds says of the 20-year-old who is giving them the chance to become parents for a second time. This, too, will be an open adoption, but through a private attorney. "We're not doing anything differently with this second adoption," Mo Reynolds says. "We know this birth mother may be in our lives the rest of our lives. It's good for the children."


ROSS HAMILTON

"WE'RE WALKING A TIGHTROPE. HOW MUCH DO WE EXPOSE DEVIN AND OURSELVES TO HER?" THEN RICHARD REYNOLDS LIFTS A SLEEPY DEVIN FROM HIS CRIB. "COULD YOU GIVE THIS UP?"

On Devin's birthday, Mo Reynolds and Molly Davis will talk about the toddler and the new baby and what it means to be a family. And then Davis will spend the night on a sofa, just feet from where her son sleeps with clowns above his crib. ■

SM-7

LETTERS

Sunday, February 11, 1990

A Happy Ending

Regarding the article "Giving Up Devin" (Jan. 14): When my boyfriend and I found out we were pregnant, we went to a private attorney here in Portland and discussed adoption. He happened to know a couple who had been trying for years to have a child but were not able to. Once we decided that we wanted this couple to adopt our baby, we sought counseling at the Caring Pregnancy Center. At the center we had weekly one-on-one sessions with a counselor assigned to us. Nobody ever pushed me or tried to persuade me one way or the other.

That's why we have these questions for Molly Davis: If you hadn't given Devin up, would you be able to send him to college when he graduated from high school? Would Devin have a stable home in a good neighborhood? Would Devin have the love and guidance of two parents? What would Devin want?

You made the best decision for you and your child. It's time to pick up and go on and be happy with the decision you made. One's first intuition is the best intuition.

Keri Lyn Kissock
Beaverton

Melodramatic Story

Rebecca Morris' story "Giving Up Devin" missed the point of Molly Davis' situation and did mischief to the public's perception of Jeanne Etter and Open Adoption & Family Services.

Morris exploited a neurotic mother's problems for her story but failed to structure her piece around the real truth: Davis' unhappiness existed before she arranged an open adoption for her son and would manifest itself one way or another had she chosen closed adoption, abortion or single parenting.

This piece of melodrama fails to describe the sincere and useful work of Jeanne Etter and her agency. Devin clearly is better off where he is. Like him, scores of children have found loving families. More important, the unique work of Etter in promoting open adoption has ensured that scores of birth mothers will be happier and healthier because they maintain some contact with the children they gave up.

I know, because I, my wife and our adopted child are part of it.

Dennis Bleything
Portland

No Regrets

I had to write in response to your cover story "Giving Up Devin." I am a birth mother who went through an open adoption, and your article was well timed because my son's birthday was yesterday.

I have no regrets about giving up my son. The child I gave up for adoption was my second child. Already being a single mother, I know how hard it can be. I am a full-time student and find it a struggle to maintain my high grade point average, pay the bills, keep the house clean and be a mother to my child. I would have had a nervous breakdown if I had to take care of two small children (the boys are only 14 months apart). I wanted (and still want) to be a good mother, and I didn't think I *could* be a good mother to two children.

I did my adoption through a private attorney in Beverly Hills, Calif. I was able to meet, interview and choose the parents of my child. I feel that the parents I have chosen are the best parents my child could have. He is a doctor, and she is a nurse practitioner who chose to quit her job to be a full-time mother to him. They can give him a much more stable and loving home than I could give him.

I receive pictures and updates on his progress (I insisted on that), but I haven't seen him since they took him home from the hospital. One reason is because they live in California, but I also feel that it is better I don't have personal contact. I think this has made it easier to let go. I have my first son to give extra hugs and kisses to whenever I feel the pain of giving up my second son.

I think that open adoption is one of the best solutions to an unplanned pregnancy. I feel that I would not have been able to accept my loss if I had been a part of a closed adoption. The wondering about my child would have haunted me. Abortion is fine for someone else, but not for me.

Lisa Deneen
Gresham

Northwest Magazine," *Sunday Oregonian*. February 1990.

BILL OF RIGHTS FOR FOSTER CHILDREN

SM-8

Ratified in Congress Hall, Philadelphia, April 28, 1973

Even more than for other children, society has a responsibility along with parents for the well-being of foster children. Citizens are responsible for acting to insure their welfare.

Every foster child is endowed with the rights inherently belonging to all children. In addition, because of the temporary or permanent separation from and loss of parents and other family members, the foster child requires special safeguards, resources, and care.

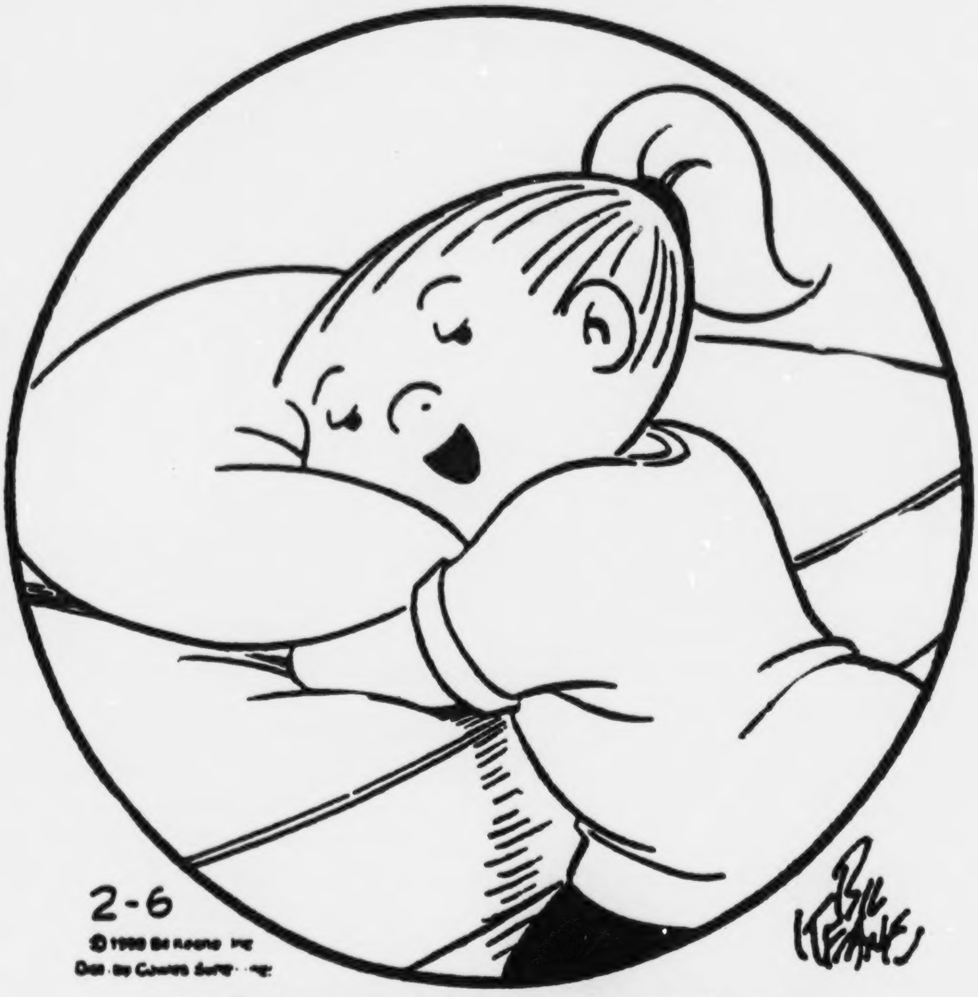
Every foster child has the inherent right:

1. To be cherished by a family of his own, either his family helped by readily available services and supports to reassume his care, or an adoptive family or by plan, a continuing foster family.
2. To be nurtured by foster parents who have been selected to meet his individual needs, and who are provided services and supports, including specialized education, so that they can grow in their ability to enable the child to reach his potential.
3. To receive sensitive, continuing help in understanding and accepting the reasons for his own family's inability to take care of him, and in developing confidence in his own self-worth.
4. To receive continuing loving care and respect as a unique human being...a child growing in trust in himself and others.
5. To grow up in freedom and dignity in a neighborhood of people who accept him with understanding, respect, and friendship.
6. To receive help in overcoming deprivation or whatever distortion in his emotional, physical, intellectual, social and spiritual growth may have resulted from his early experiences.
7. To receive education, training, and career guidance to prepare him for a useful and satisfying life.
8. To receive preparation for citizenship and parenthood through interaction with foster parents and other adults who are consistent role models.
9. To be represented by an attorney at law in administrative or judicial proceedings with access to fair hearings and court review of decisions, so that his best interests are safeguarded.
10. To receive a high quality of child welfare services, including involvement of the natural parents and his own involvement in major decisions that affect his life.

Child Welfare League of America (1975). Standards for foster family service, pp. 113-114.

Corvallis Gazette-Times Corvallis Ore., Tuesday, February 6, 1990.

THE FAMILY CIRCUS—By Bil Keane


2-6
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"I like soft things, like kittens,
marshmallows and
Grandma's lap."

Reprinted with permission

GRANDPARENTING SITUATIONS

Directions: *The examples below illustrate situations when grandparents are placed in parenting roles. For each situation, list a common problem which might occur.*

1. A teenage mother who is also a full-time high school student lives at home with her new baby.

2. A divorced mother with small children moves in with her parents.

3. Grandchildren move in with their grandparents because the parents are not financially able to care for the children or because the parents have been killed in an accident.

4. A grandmother or grandfather moves in with her or his daughter or son's family after the death of the spouse.

SM-11

TEENAGE PARENTING

After viewing the video "____," discuss with another classmate your concerns about early parenting. Using the following outline, list the advantages and disadvantages of teens being in the parenting role.

For the Parents

ADVANTAGES:

DISADVANTAGES:

For the Child

ADVANTAGES:

DISADVANTAGES:

How does society stigmatize teen parents?

Where does the most support for teen parents come from?

. . . the problems of teenage parenthood

PUT MY FUTURE ON HOLD

By Margaret Beyer, Ph.D.

***The names used in this article are fictitious in order to protect the privacy of the teenage mothers described.**

About half the people your age who will ever have children will have their first child by age 19 or 20.

Imagine yourself with a baby at age 19.

How would your plans for the future be different? How—if at all—would they be the same?

A major problem for the teenage mothers I counsel is dealing with the enormous changes in their daily lives and future plans. True, being a parent can be rewarding. But babies are unpredictable and demanding. That makes it hard for parents to have lives of their own.

This is true for older parents, too. But teenage mothers—*two-thirds of whom get pregnant accidentally*—find this situation particularly distressing.

Take Jennifer Edwards*—a good student, popular and active in school, and now a mother. She came to me because she needed to talk to someone about her confused, up-and-down feelings.

"I threw a backyard barbecue to celebrate my sixteenth birthday," Jennifer told me. "But the afternoon didn't turn out the way I planned it. Halfway through the party Dawn started crying and I had to bring her outside.

"My friends really enjoyed playing with her—for a little while. Then they started leaving.

"I guess they just can't relate to me and my life anymore."

Jennifer misses the freedom of her old life, and she feels cut off from her friends.

She also feels disappointed in Paul, Dawn's father.

"He's so awkward with Dawn. He acts like some kind of outsider when he visits us. Dawn is his, too, yet his life hasn't changed at all."

Like many teenage mothers, Jennifer feels a sadness she's never experienced before. *In fact, nine percent of teenage mothers attempt suicide—a figure that is seven times the national average for teens.* But teenage fathers are also prone to depression. Like Paul, their concerns and self-doubts are often overlooked because friends and family tend to focus their attention on the needs of teenage mothers and their children.

Jennifer is also worried about her future. Before she got pregnant, she was looking forward to college. But now. . . .

"Let's face it," she admitted. "There's no way I can finish school without my mom taking care of Dawn—and that's becoming a *big* problem.

"Don't get me wrong. I really appreciate all mom's done for me and Dawn. But I wish she'd just show me what I need to do with Dawn instead of taking over.

"Sometimes I wonder if Dawn even knows I'm her mother."

Jennifer's misgivings about school and parenting are pretty typical among teenage mothers. For financial reasons, most *must* live with their families. *(Ninety percent of the mothers who are Jennifer's age are unemployed; 72 percent collect welfare.)* And, if they continue going to school, they generally must depend on their own mothers, or even grandmothers, to care for their children.

Experienced grandparents can be a big help. But sometimes, as in Jennifer's case, they take over because they think their own children still need to do a lot of growing themselves.

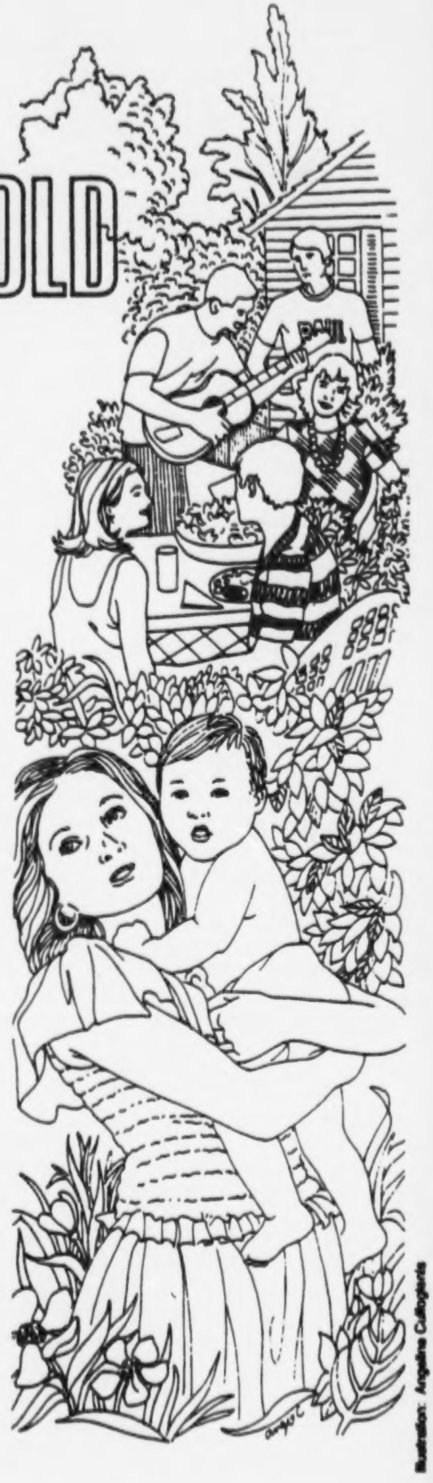

Illustration: Angelina Cuttogianis

TEEN TIMES SPRING '85 Future Homemakers of America

While it's hard for Jennifer to admit she still needs her parents, that's the least of her *future* problems. *Eight out of ten young women who give birth between ages 15–17 never finish high school, let alone college.* Without an education, most continue throughout adult life in low-paying, dead-end jobs—or living on welfare.

Although it's exhausting for Jennifer to go to school, do her homework and care for Dawn, she's working hard toward her goal of college. But at 17, Thomasine Simms*—another teenage parent I counsel—feels her life has come to a complete stop.

"I should be happy," Thomasine told me with tears in her eyes. "This is my dream come true.

"Joe and I are married. We have our own apartment. And we have a beautiful baby boy."

Thomasine and Joe got married when they found out she was pregnant.

"It's what we wanted to do anyway. Getting pregnant with Jason just moved up our plans.

"Besides, I was excited about being pregnant. At the time I thought, 'Now I'll have someone of my very own to care for—someone who will love me completely.'"

Like a lot of teens who have been unhappy at home, Thomasine thought having a baby would fill a big gap in her life. Unfortunately, babies *need* far more than they can give for a very long time.

In Jason's case, Thomasine has had even more giving to do. He was born early *(premature)* and weighed under five pounds. Since birth, he's had a number of medical problems.

One out of 10 teenage mothers has a baby suffering from low birth weight. These premature babies are more likely to be mentally and/or physically handicapped. And, as Thomasine knows, chronically sick babies are a big drain on parents.

"Jason is so small and fragile—and he cries a lot," she told me. "I try not to carry him around or play with him too much because he's quieter when I just leave him in his crib."

Thomasine didn't expect to feel so unsure of herself as a mother. She's scared and irritable—and sometimes she screams at Jason.

"Is there something wrong with me?" she asked. "I don't hurt Jason, but I don't feel like I give him enough love either. He just isn't what I thought a baby would be."

Most teenage mothers discover that babies can't make up for the love that is missing in their lives. Many, not knowing how to handle their frustration and disappointment, lash out at their children verbally or physically. *In fact, incidence of child abuse and neglect among teenage parents is much higher than in the rest of the population. (Read "It's the Law," pp.16-19, for more information on child abuse.)* Fortunately, Thomasine sought counseling before she struck out at Jason.

Thomasine's problems aren't behind her, though. Her marriage to Joe isn't what she dreamed it would be either.

"We don't have much money. Diapers and formula and baby clothes cost a lot more than Joe and I expected.

"At night we just sit around and watch TV. We can't afford a sitter *and* a night out together!

"Joe gets out with his friends occasionally, but then I'm stuck home alone. That's when I start feeling really trapped."

Thomasine admits that Joe feels trapped, too—that they sometimes fight about his nights out.

"I want to be fair with Joe. I know he works hard during the day, but so do I," Thomasine told me.

Like many teenage fathers, Joe quit school and took a job he doesn't really like in order to support Thomasine and the baby. He's trying hard to be a good provider but, so far, hasn't been too successful. Unfortunately, without further schooling, neither he nor Thomasine can expect their financial picture to get much brighter.

That's one of the reasons *most* teenage marriages fail. *In fact, while nearly half of all teenage parents do initially marry, two-thirds divorce within five years.* It seems the money problems and dramatic life changes these young couples face are "bigger" than any love they once had.

That's not to say teenage parents can't work things out successfully. Just like older, better established parents, teens can and do experience the joy and satisfaction that comes with having a child. The difference is that teenage parents are generally undereducated, underemployed and underdeveloped—both emotionally and, in the case of teenage mothers, physically.

Chapter Action Tip: Use this article as a discussion starter to get your chapter members thinking of ways they can address the problems of teenage parenthood. Then, check out "Building Healthy Families" *(pp. 10–11)* for news of other FHA/HERO members involved in the Families & Futures Peer Education Project.

Families & Futures is cosponsored by Future Homemakers of America and the March of Dimes Birth Defects Foundation. It's purpose is to get teens talking to teens about individual and family health and well-being.

In other words, teenage parents face obstacles that any parent, at any age, would find defeating.

More than a million American teenage girls get pregnant each year. Of the 600,000 who give birth, over 90 percent keep their babies. Most are trapped by a tragically limited future, but there are ways these teens can beat the odds.

First, teenage parents can avoid a life of poverty. But, they must stick it out in school or get into a special jobs training program. That means making good child care arrangements and, in many cases, getting financial assistance. So, teenage parents who get—or allow—their families' help tend to do better.

Second, the best bet for teenage mothers-to-be is to get prenatal care, eat well-balanced meals and refuse drugs, alcohol and cigarettes. Taking these precautions helps reduce the medical risks for both young mothers and their unborn children.

Finally, for teenage parents who need special counseling, there are a number of social services and trained individuals who can help them cope. For example, Jennifer and Thomasine wisely sought counseling when they could no longer handle their angers, fears and frustrations by themselves. Today, they are both moving successfully toward becoming good parents. ■

"Marty Beyer" has a doctorate degree in clinical/community psychology. She works in Washington, D.C. with young people in the juvenile justice system, teenage parents and adult women.

NANCY AND PAUL CASE STUDY

Nancy and Paul were married while still in high school. Paul remained in school to graduate with his class, but Nancy dropped out to have the baby that was conceived before their marriage. A small apartment in an older downtown building was all they could afford. Their dingy apartment depressed them, but after their rent was paid there was only enough money left for necessities. They couldn't afford to go out and have a good time. Paul worked nights and weekends as a gas station attendant. Nancy got a job as a motel maid. She was only able to work four months before her doctor told her she had to stop working. When Danny was born, Paul's mother came to stay with them for a week to help out. But she had a part-time job and teenagers of her own. Paul and Nancy were suddenly full-time parents. The routine soon began to take a toll on their relationship. Nancy, exhausted after nights of getting up with the baby, accused Paul of not doing his share. Paul said he was paying the bills and the baby was her job. When they quarreled, Paul would leave the apartment, leaving a hurt and angry Nancy behind.

SM-14 MAJOR FEATURES OF THE FAMILY SUPPORT ACT

- Must be implemented by October 1, 1990.

- Allows employed welfare clients to earn more money before their ADC grant is reduced or closed.

- Provides for help with day care expenses and medical assistance for up to 12 months after the ADC grant closes because of employment (current policy is four months).

- Requires that the state guarantee availability of child care for all active participants.

- Requires teen parents to participate in basic education activities regardless of the age of their youngest child. (Current policy has no requirements for any parent with a child under three.)

- Establishes a basic level of illiteracy equivalent to a grade level of 8.9 for most clients and requires remediation for any parent who doesn't demonstrate siteracy at that level but must be literate to get a job.

- Requires State to spend 55% of it's JOBS funds on three target populations:

  -parents under 24 years old without a high school diploma
  -parents whose youngest child is 16 years old
  -parents who have been on public assistance three of the last five years

- No one whose youngest child is between the ages of three and six can be forced to look for or accept a job or take part in vocational training activities for more than 20 hours per week without a federally approved waiver.

Oregon Department of Education.

Schools prepare for teen moms

Oregon educators anticipate 3,500

From staff and wire reports

Oregon public schools are preparing for as many as 3,500 teenage parents who must return to classes next year or face hefty welfare cuts, education officials say.

The Salem-Keizer School District and other local agencies also are beginning to assess available services and should have an overall plan to meet demand by late May.

The parents in nearly all cases are single mothers, and many of them have not been to school for years, John Pendergrass of the state Department of Education said.

"It is going to mean some young women coming back to school who are educationally deficient," Pendergrass said.

A revised welfare law passed by Congress in 1988 requires teen-age parents to seek a high school diploma or a general educational development certificate at a high school, alternative school or community college.

Those who don't must give up a large portion of their monthly welfare pay. A mother with one child, for example, will lose $196 of her monthly $369 if she does not go back to school. The law takes effect Oct. 1.

State agencies now are searching for Head Start and other preschool programs that can take the children of teen-age parents expected to return to their studies. State and federal government will pay the child-care costs.

Meanwhile, schools must begin or expand special programs for teen-age parents, Pendergrass said.

"If you have an 18-year-old girl who quit school when she was 13 or 14, you can't just stick her in a classroom that other 17- and 18-year-olds are in," he said.

The Salem-Keizer School District, which handles the educational side of a Teen Parenting Program coordinated with the YWCA, is gearing up for new students.

"It's exciting because it will give young women who haven't had the opportunity to complete their education the support to go ahead and finish," Marilyn Herb, the district's coordinator of alternative services, said.

Since school started this year, 110 women have been in the teen parenting program. Another 20 to 30 are expected in the first semester after the act takes effect, Herb said.

"Unfortunately, the federal law doesn't provide additional money to schools," she said.

So changes in teacher course loads, use of volunteers and coordination with Chemeketa Community College and the Downtown Learning Center may come about.

By late May, an overall plan for education, employment training and support services should be developed by public and private agencies in Marion, Polk and Yamhill counties.

John Daniel, the manager of the state Adult and Family Services branch in Salem, convened an initial meeting April 4 to discuss the act's impact on welfare recipients.

Dawn Marges, the director of Chemeketa's child, family and work department, said: "Through these discussions over the next few weeks, we will have a better assessment of the impact on the college and schools.

"All of us who work with teenage parents think that there is going to be some real support for them to gain their goals in life."

John Erickson, the state superintendent of public instruction, said there are some wonderful models of successful programs in Oregon, but some communities have no programs at all.

In McMinnville, Yamhill County officials are waging a desperate search for child-care space to serve the children of as many as 100 teen parents expected to return to school, said Mary Kerns, the instruction director for the county education service district.

Those schools now have no special programs for teen parents, Kerns said.

Portland School District's teen parent program, which now serves 220 young mothers, may have to double or triple its size next year, director Mary Bromel said.

But despite such problems, educators and social workers support the law. They hope that school will help more young parents, many of whom were born to teenagers themselves, break free of a cycle of welfare dependence that sometimes passes from one generation to the next.

"This is a good place to intervene," said Ron Bassett-Smith, an analyst for state Adult and Family Services in Salem.

Teen mothers on welfare often have been abused as children, involved with drugs and battered by a long series of failures, he said.

Some are so damaged that they will take the cut in welfare pay, but 75 percent probably will choose school, he estimated.

Statesman Journal, Salem. April 1990.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Exploring the Realities of Being a Parent.

RELATED CONCERN:

How Culture and Society Shape Parenting Behaviors.

DESIRED RESULTS FOR STUDENTS:

The students will understand how the influences of culture and society affect the development of parenting behaviors.

LEARNER OUTCOMES:

1. Explore the context of culture and society in relationship to the process of parenting.
2. Consider the desired results of developing positive parenting behaviors.
3. Distinguish how various cultures interpret different styles and theories of parenting.
4. Distinguish how influences in society affect the development of parenting behaviors.
5. Examine the alternative approaches of child-rearing practices used by various cultures.
6. Analyze the consequences of action of different parenting behaviors on children's development.

SUPPORTING CONCEPTS:

A. Historical changes in child-rearing practices.

B. Cultural influences on parenting behaviors.

   1. Ethnic groups, racial identity
   2. Social class
   3. Styles of parenting

C. Influences in society affecting parenting behaviors

   1. Theories of parenting
   2. Gender-role expectations
   3. Maternal employment
   4. Fathering role

BACKGROUND INFORMATION:

A. Historical Changes in Child-Rearing Practices:

Child-rearing practices within our society have differed from one generation to the next, resulting in parenting behaviors which have changed drastically over the years.

Until late in the 19th century, parents were most concerned about the physical survival of their children, rather than about effective parenting. Also, because of the belief of original sin (children are born with an evil nature), parents were strict and used harsh discipline (Brooks, 1981).

During the early 20th century, attitudes were changed by the teachings of early behaviorists. Children were considered to be "blank slates" who needed to learn good habits. Parents were told to adhere to rigid rules and to be objective (Brooks, 1981). One behaviorist of that time, J.B. Watson, advocated "There is a sensible way of treating children. Treat them as though they were young adults...never hug and kiss them, never let them sit on your lap. Shake hands with them in the morning. Give them a pat on the head if they have done an extraordinarily good job" (cited from Bigner, 1985).

In the 1930s and 1940s, psychologists began to urge parents to relax and permit children to grow naturally without repression. Parents were encouraged to be lenient and understanding. The experts advocated a child-oriented attitude which suggested self-regulation by the child and permissive caregiving practices by the parents. The influence of Freudian psychology was apparent in this change of attitude.

However, since then both rigid training and excessive permissiveness have been replaced by new theories on child-rearing. The period from 1950 to 1970 can be described as a return to the "parents era" in that parents were urged to recognize their own individuality within their role in shaping a child's development. It was at the beginning of this period that Benjamin Spock gained prominence as an advisor of parents on child-rearing. Other theories which have become popular over the past thirty years will be discussed later on in this background information.

B. Cultural Influences

1. **Ethnic Background:** One of the first steps in understanding why parents relate to their children in certain ways is to look at the ethnic background of that family. The population of the United States has been built up of immigrants from many countries. In coming here, they have kept some of their ethnic characteristics and brought with them their own distinctive language, traditional foods, holiday rituals, patterns of child-rearing, and religion. Examples of these groups are Chinese, French, Canadians, Italians, Jews, Greeks, and Mexicans. Many of these groups have become part of a common blend, and the fourth and fifth generation of children of many of these immigrants may now see themselves as American. During the 1970s there was a renewed interest in identifying with a specific ethnic background. Since then, ethnic groups are taking pride in their cultural heritage and a general acceptance of difference in all aspects of society.

   Closely related to the ethnic group is racial identity. These include African Americans, Mexican-Americans, Asian-Americans, and Native-Americans. There are many misconceptions, stereotypes, and myths surrounding these groups. Recent research has shed new light on the characteristics of these families and their child-rearing practices (see Teacher Resource SM-1, "Research Findings...").

2. **Social Class:** Variations in social class backgrounds, values, and attitudes influence differences in the ways people approach their parenting behavior. Research in the 1940s reported considerable differences between social groups in the way that children were reared. "For example, middle class families were found to use harshness in relating to children more than lower class families. Middle class families taught children to delay the immediate gratification of needs and desires" (Bigner, 1985). Later studies, however, indicated an increase in similarity in child-rearing practices between social groups. That may have been due to the increased availability of television, with many programs that featured middle class values, and an increase in the availability of better paying jobs for lower class families.

   Even though general differences in child-rearing practices between social classes have diminished over the years, there are still a variety of areas where researchers have found differences. One of the main differences between lower and middle class parental behavior appears to be related to values placed on educational and social achievement. Findings suggest that middle class parents encourage more positive attitudes toward the school system and place a higher value on academic achievement than low income parents (Bigner, 1985).

   One study in 1979, (Bigner, 1985) which represented the Unites States, Canada, Belgium, Greece, and Portugal, reported the following results:

   Parents from lower socio-economic groups tend to:

   1. Be more demanding of children.
   2. Hold more rigid behavior standards.
   3. Be less willing to comfort children.
   4. Be less willing to tolerate insolence from children.
   5. Be less tolerant of children's displays of temper and anger.

3. **Styles of Parenting:** Many styles of parenting exist within our society and influence the way parents behave toward their children. Style of parenting refers to the particular way that a parent consistently behaves toward children. Parenting styles are generally identified as strict, permissive or democratic. (See background information in "Discipline and Guidance" for another discussion of parenting styles.) Characteristics of each style are listed on the following page.

   Strict:
   - -Parents decide on the limits, tell children of these, and enforce them.
   - -There is little flexibility in handling guidance and discipline.
   - -Parents perceive themselves as the authority figure.

   Permissive:
   - -Parents set few specific limits and allow children much freedom.
   - -Parent behavior is hard to predict.

- Parents expect children to make many choices and face natural consequences of their decisions.

Democratic:

- Parents and children work together to set limits.
- Parents respond in similar ways to similar situations.
- Parents perceive themselves as leaders in helping children learn responsible behavior.

The reactions, perceptions, and feelings on how a person has been raised influences how he or she approaches the process of parenting. Parents become models for their own children. In cases where there is satisfaction with the way he or she was raised, that person will probably duplicate the methods and attitudes of his or her own parents. The person who is dissatisfied with his or her parent's methods will often try to be just the opposite of the parent but is not always successful in carrying out these methods.

C. Influences in Society

Changes in parenting behaviors are a reflection of changes taking place in the larger society. Societal changes in parent-child relationships are too numerous to address completely in this unit; therefore only four have been chosen for discussion—theories of parenting, gender-role expectations, maternal employment, and the fathering role.

1. **Theories of Parenting:** The theories of parenting that are popular when individuals are actively involved in parenting make up another cultural influence. The discussion of the historical changes in the concepts of child-rearing at the beginning of this background information shows how trends come into style and are eventually discarded in favor of something new or different. The influence of modern behavioral science has resulted in several contemporary strategies that are popular in today's modern society. These theories include a) behavior modification, b) Dreikur's democratic approach, c) Ginnott's humanistic approach, d) Gordon's Parent Effectiveness Training (PET) and e) transactional analysis. A brief outline of the philosophy behind each of these theories follows.

   a. **Behavior modification** involves the use of positive rewards or reinforcement of desired behaviors. Reinforcements may be either positive or negative in nature.

   b. **Dreikur's** strategy emphasizes "the child's basic competence and desire to be an effective member of social groups. In an atmosphere of democratic family life, the child learns and grows, making mistakes and learning from them" (Brooks, 1981).

   c. **Ginott's** approach stresses methods by which parents can improve communication with children. He advocates the use of:

      1. Communication of feeling between parent and child.
      2. Effective forms of praise and criticism.
      3. Establishment of limits of behavior.
      4. Enforcement of limits
      5. Parental modeling. (Brooks, 1981)

   d. **Gordon's** method focuses primarily on communication skills developed by the parent and a method of resolving conflicts between the parent and child. The two major principles of this method are active listening to acknowledge the child's thoughts and feelings and sending "I messages" to let the child know the parent's reaction to what is going on. (Brooks, 1981)

   e. **Transactional analysis** provides a means for individuals to analyze their interactions with others in order to facilitate communication. (See *I'm OK—You're OK* by T. Harris, 1969.)

   These theories probably have a greater impact on the middle-class parent than on the lower-class parent, so that their application to parenting behaviors is somewhat limited for many families in our society.

2. **Gender-Role Expectations:** Attitudes of parents toward gender-role development influence the ways in which they treat their children. Though an infant's sex is determined at conception, the "instruction" in gender-role begins at birth. Parents often reinforce gender-role differences unknowingly by their attitude, by the way they hold an infant and by the type of play they engage in. Research shows that during the first year of life sons receive more physical stimulation and

gross motor play than do daughters. During the toddler and preschool years, studies report that parents give more praise and criticism to males than to females and respond favorably when their young children engage in gender-stereotyped behaviors, such as females playing with dolls or males playing with blocks. (Galinsky and David, 1988, p. 153)

In the United States today, gender-role expectations are a controversial issue. Societal changes such as dual-career marriages and the women's movement challenge traditional gender-roles. Feminist groups have worked for changes in attitude and behavior concerning gender role expectations, advocating androgyny which is a blending of traditional male and female roles. However, parents wishing to model nontraditional roles have a difficult time because of the influence of gender-roles stereotyping perpetuated in many schools and on television through children's programming and commercials. (For further discussion of gender-role development, see Background Information in "Interactive relations between parents and children.")

3. **Maternal Employment:** Maternal employment outside the home is a fairly recent societal trend. In the past, women were urged to stay at home and rear their children. It was believed that children would be irreparably damaged if their mothers were not available, especially during the early years. However, many mothers do not have a choice about working—they must work because they need the money, because of inflation, because of husbands' unemployment or because they are a single parent. Other mothers work to stay on a career track, for personal satisfaction or to make their lives more meaningful.

   Maternal employment outside the home does change the way parents raise their children. The most obvious difference is in the amount of time spent with children. Many mothers feel guilty leaving their children, especially in infancy and early childhood. These guilt feelings are perhaps one of the main reasons why it is sometimes difficult for mothers to function effectively as a parent. When parents feel guilty they can spoil their children or be too rigid.

   On the other hand, some experts suggest that all family members benefit when the mother works:

   > Working mothers can have a definite positive impact on the family. It diffuses the intense mother-child relationship, allowing the mother to define herself in terms other than motherhood. Also the working mother can give the father an opportunity for a close one-to-one relationship with his children—it falls to father to care for children, and he gets a chance to be alone with the child for considerable periods in the home setting (Brooks, 1981, p. 260).

   Galinsky and David (1988) have identified some experiences related to maternal employment which can affect parent-child relationships:

   a. The mother's and/or family's attitude toward employment. If a negative attitude is apparent, family stress can result, which in turn influences parental behavior.

   b. The mother's and/or father's job. Tension with co-workers or the boss, lack of job control, etc., can be carried home and affect relationships with children.

   c. Stressful events within the family.

   d. The quality of childcare. If the parents are satisfied with the type of childcare being provided, more positive attitudes in parent-child relationships occur.

4. **Fathering Role:** The role of the father in our society is undergoing change. One of the major changes is that the father's role appears to be less stereotyped than it once was. The traditional father was one whose major roles were to provide economic support and to be an authority figure in the family. Fathers were often thought to be uninterested in babies, and therefore they did not interact much until the child could walk, talk, and play games. There is now a growing recognition that fathers can and often want to be involved with their children as soon as they are born.

   Because of the increase of mothers in the work force, recent studies have focused on the time fathers spend on household tasks and childcare. In the 1960s, most researchers reported that, when wives worked, husbands did not increase the time they spent on household tasks and childcare. However, more recent data suggests that the average proportion of the total family work done by men, including childcare, increased from 20 percent in 1965 to 30 percent in 1980 (Elkin & Handel, 1989).

When fathers participate more in housework and childcare, they begin to pay attention to their children's needs in new ways. While sharing in the care of their children, they find they are closer, not only to the children, but also to their wives, and they display more love both physically and verbally (Elkin & Handel, 1989).

TEACHER PREPARATION:

1. Think about your own ethnic background. What characteristics of that cultural background affected the way you were treated? The expectations your parents had for you? What were some societal trends taking place during your childhood? Did your parents use a certain style of parenting? Was your mother employed outside the home? What was your father's role in discipline?
2. How do the students in your class feel about their cultural heritage? Can they identify with a certain ethnic group? With certain religious groups? What are the changes taking place in society today which will affect their behaviors as future parents?

DIRECTED ACTIVITIES

Supporting Concept B: Cultural Influences on Parenting Behaviors

1. **"Ethnic Backgrounds":** Show pictures from magazines of several ethnic and/or minority persons, e.g. Italian, Hispanic, Black, Scandinavian, Asian-American, etc. Have students respond by writing words which come to mind that they believe are typical traits of each ethnic or minority group represented.

   -How do we form these impressions of specific groups?
   -How does the media reinforce these impressions?
   -Are there any traits listed which could be considered stereotypes? Are they always correct?
   -Are there advantages and disadvantages to stereotyping? Why?

   Using butcher paper make a list of all the ethnic groups represented in the class. It should be mentioned that some students may not be able to identify with just one ethnic group since many families have "blended" nationalities in their background or they may be adopted. Assign each student to write a paragraph responding to the following question:

   -What are some of the ways a family's cultural background affects the parent-child relationship within that family?

   Closely related to ethnic background is the family's religious orientation, which also influences the way children are treated in that family. Have students identify the religious groups represented in your community, e.g., Jews, Mennonites, Seventh Day Adventists, etc.

   -What are some of the ways a family's religious background affects the parent-child relationships within that family? *(Awareness of Context, Consequences of Action)*

2 **"Research":** Assign students to study resources relating to one of the following:

   a. Their own ethnic or racial identity
   b. Their own religious background
   c. An ethnic, racial identity, or religious group which is different from their own.

   Along with library and community resources, encourage the students to interview an older member of their own family, a friend or neighbor representing that group. Many communities also have foreign students or recent immigrants from other countries who could be interviewed. Suggestions for the information to research can be found on SM-2 ("Research/Interview Assignment"). Students should prepare written reports of their findings and share verbal summaries with the class as appropriate throughout the unit. *(Awareness of Context)*

4. **"Social class":** Brainstorm acronyms or terms which are used to denote different social classes (yuppie, hard hats, blue collar, suits, etc.). List on board or newsprint.

- What image comes to mind when you think of each term? Are they postive or negative images?
- What role do you believe social class plays in the way families bring up their children?
- How are these beliefs formulated?
- Are these beliefs based on factual information or are they stereotypical?

Share excerpts from *The Child and Society*, chapter 4 (or other available source) which describes the differences in the way various socioeconomic levels relate to their children.

- How do these descriptions compare to the class discussion above?
- What are the consequences for the children? For the families? For society?

Using video tapes of *"Roseanne"* and *"The Cosby Show,"* have students try to identify any differences in the parenting behaviors depicted.

- Are different methods of discipline and guidance used?
- How realistic are the situations?
- What values are evident in each family?
- What might be the short-term and long-term consequences of the parenting behaviors for the children? *(Awareness of Context, Alternative Approaches, Consequences of Action)*

5. **"Styles of Parenting":** Using section B-3 from the Background Information, lead a class discussion on each style of parenting.

   - Where did these styles of parenting come from?
   - Are they passed from one generation to the next? If so, how?
   - How do these parenting styles influence parenting behavior?

   Divide the class into groups of three or four and using the practical reasoning process, ask them to analyze the consequences of each one (strict, permissive, democratic) on children and society.

   - Which style(s) does each group think would have the most positive impact on children? Why?
   - Which style(s) might have negative effects on children? Why?

   (Alternative Approaches, Awareness of Context, Consequences of Action, Desired Results)

Supporting Concept C: Influences in Society Affecting Parenting Behaviors

6. **"Societal Influences":** Share the historical changes in childrearing practices from the background information with the class. Using the transparency on "Parenting Strategies," (SM-3) introduce the parenting strategies which are popular in society today. Divide the class into five groups. Using selected resources, assign each group to read about one theory (behavior modification, Dreikur's democratic approach, Ginott's humanistic approach, Gordon's parent effectiveness training, or transactional analysis).

   This information should be briefly summarized and shared with the entire class. Write brief notes on a transparency as students share. (Suggest to the students that this information be saved to be used during the unit on "Discipline and Guidance.")

   - What are the advantages and disadvantages of each theory?
   - What are the desired results of each parenting strategy discussed above?
   - Do your parents practice any of these theories? If so which ones? *(Alternative Approaches, Desired Results)*

7. **"Gender-Role Expectations":** Have students fill in the following statements with one of the following words: mother, father, or parents.

   1. Before I can go on a hike, I'll have to ask my _______.
   2. My _______ will be furious that I lost my backpack.
   3. Of course I know what my _______ does/do all day.
   4. Don't worry, my _______ will fix it.
   5. When I get sick in the middle of the night, my _______ gets up with me.

   Analyze the answers as to whether you hold traditional or non-traditional (non-sexist) gender roles. Using information from the research projects and/or interviews, discuss how the different cultures, ethnic and religious groups view gender-role development.

Contrast the characteristics of traditional and nontraditional roles, using the transparency SM-4, "Gender-Role Expectations."

-What is the historical background of the traditional roles?
-What are the advantages and disadvantages of maintaining traditional male/female roles?
-What are the consequences for children when parents model traditional gender-roles? Non-traditional roles?
-What are the consequences to society in keeping traditional roles?
-What are the desired results of those who advocate androgyny (blending of male and female roles)?
-What are some possible disadvantages? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

View a film or video such as "The Fable of He and She" or "The Pinks and the Blues." Help students clarify their own attitudes towards some of the changes in the film.

-What are some societal problems which have occurred because of gender-role bias and/or stereotyping?
-What elements of our society act as catalysts for change? *(Awareness of Context, Consequences of Action)*

(Directed activities 9-14 in "Interactive Relations Between Parent and Children" also relate to gender-role expectations.)

8. **"Maternal Employment":** View the video "Working Moms - Survival, Success, and Satisfaction." This videotape looks at the problem of balancing work and family. Discuss with the students what society and the workplace say about working moms.

-What changes have occurred over the last 20 years?
-Why is it often assumed that Moms are the ones in a dual-career family that have to do the major portion of managing the home and family while being employed outside the home?

Read the article "Working Mother is a Limiting, Sexist Term" (SM-5) to the class. Discuss the pros and cons of the term "Working Mother."

-How would society react to the use of the term "Working Father?" *(Awareness of Context)*

Divide the class into small groups for the following discussion questions:

-How does maternal employment outside the home change the way parents relate to their children? (For example, spending less time together means turning shorter periods of time into "quality time.")
-Does the cultural and/or religious background make a difference in the attitudes of the parents towards mothers working outside the home? In what ways?
-Ask students who come from families in which both parents work to identify the advantages and disadvantages for them as a result of this lifestyle. (Save this information so that it can be referred to during the "Childcare Issues" unit.

Assign students to read "Working Parents" from *Newsweek*, February 13, 1989 (SM-11 in the "Time Management" unit).

-Are Dr. Brazelton's "prescriptions" realistic? Note especially numbers 6, 8, and 11-14.
-What are the special problems surrounding these prescriptions for single mothers? For low-income parents? *(Awareness of Context, Desired Results)*

Using case studies from Galinsky and David's *The Preschool Years*, (chapter seven) assign small groups to complete the "Practical Reasoning Think Sheet." Follow with class discussion analyzing the different approaches to solving the problems. *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

9. **"Fathering Role":** Ask students to collect copies of the daily or Sunday comic strips which depict the father's role in the family (e.g., "Hi and Lois," "Calvin and Hobbes," "Curtis," "For Better or

Worse"). Distribute copies to the students and ask them to identify characteristics perceived to be attributed to the role of the father.

-Do these compic strips depict a realistic viewpoint of father's roles in our society?
-How much impact do they have on the way children view fathering?
-Is there any evidence that ethnic background plays a part in the father's role?
-What are the messages other media sources (TV, advertisements) give to us about the fathering role? *(Awareness of Context)*

Invite a panel of fathers to share their ideas on how the roles of father is changing in today's society. If possible, there should be different ethnic groups, different age levels and different income levels represented. Diverse parenting situations such as single father, dual-career spouse, etc. should be considered.

The following are suggested questions for panel members:

-How has the father's role changed over the past ten years? Twenty years? Thirty years?
-How does ethnic background affect the fathering role?
-How do parenting behaviors change when a mother is employed outside the home?
-Are gender-role expectations different in dual-career families? In a family in which the mother is not employed outside the home?
-Which parenting style do you advocate—strict, permissive, or democratic? Why?
-How might increased interaction with the father influence a child's development?
-What is most desirable for a child's development?

Have students add other questions. *(Awareness of Context, Desired Results, Alternative Approaches)*

View the film "Dads and Kids." Discuss the different ways single fathers function in the fathering role. Analyze each of the four situations presented in the film as to alternative styles of parenting and the values implied in each father/child relationship.

Assign the students to write a one page description of "The Ideal Father." *(Desired Results, Alternative Approaches)*

10. **"Reflection":** Writing assignment: Imagine yourself as a parent.

-How will you treat your child(ren)?
-How do think your cultural and/or religious background will affect your parenting behaviors?
-What gender-role expectations will you have for your child(ren)?
-Will your attitude reflect the style of parenting your parents have used with you? Why or why not?
-What will you do differently? Why? What will you do the same? Why? *(Desired Results)*

11. **"T-Shirt Activity":** Have students draw a T-shirt on a 8 x 11 sheet of paper. Tell them we all wear T-shirts that say something - we give off messages by the words on our T-shirts. Have students write on their T-shirt one message they have gotten from their parents ("be good," "I'm proud of you," "you're really dumb," etc.) The T-shirts should not be identified by name. Collect all sheets of paper, mix them up and then redistribute. Read all of them out loud.

-What are the parent's possible intentions of giving the message?
-What are the possible meanings the person got from the message?

Discuss how race/ethnic group, social class, style of parenting, gender-role expectations, and family composition might influence the way in which the parent gave the message and how the person received it.

-What other ways could the parents communicate the positive messages?
-What types of parenting behaviors do these messages convey? *(Consequences of Action, Awareness of Context)*

RESOURCES:

Books and Periodicals:

Bigner, J. (1985). *Parent-child relations: An introduction to parenting*. New York: MacMillan.

Brazelton, T. (1989, February 13). "Working parents." *Newsweek*.

Brooks, J. (1981). *The process of parenting*. Palo Alto: Mayfield Publishing Co.

Draper, H.E. and Draper, W. (1983). *The caring parent*. Peoria, IL: Bennett Publishing Co.

Elkin, F. and Handel, G. (1989). *The child and society: The process of socialization*. New York: Random House Inc.

Harris, T.A. (1969). *I'm ok - you're ok*. New York: Harper and Row.

Galinsky, E. and David, J. (1988). *The preschool years*. The Bank Street College of Education. New York: Times Books

Progrebin, L.C. (1980). *Growing up free: Raising your child in the 80's*. New York: Mcgraw-Hill

Films and Videotapes:

(1984) "Dads and kids." [Film]. Beacon Films.

(1974) "The Fable of He and She" (clay animation) [Film]. Available from many E.S.D. film libraries.

(1981) "The Pinks and the Blues" [Film]. Available from Portland State University Continuing Education film and video library.

(1986) "Working moms - Survival, success, satisfaction." [Film]. St. Paul, MN: EMC Publishing.

SM-1 RESEARCH FINDINGS ON FAMILY AND CHILD-REARING CHARACTERISTICS OF MINORITY GROUPS

A. ***Studies done in the late Seventies indicate the following characteristics of Black families:***

1. Stable, egalitarian and functional within the larger society.
2. Believe that the value of work, achievement and religion are positive forces that shape family life.
3. Have strong kinship bonds and role flexibility.

I. Child-rearing practices of Black families:

1. Encourage early autonomy of children.
2. Intolerant of wasted time.
3. Highly supportive and controlling of children.
4. Place value on strictness.

B. ***Current concepts of the Mexican-American (Chicano) Family:***

1. Warm and affectionate.
2. The individual is respected and gains status from membership in the group.
3. Gives emotional security and a sense of belonging.
4. Egalitarian in nature.

II. Child-rearing practices of Mexican-American families:

1. Fathers are playful and companionable.
2. Fathers are warm, nurturing, and affectionate to both sons and daughters.
3. Mother is the important, dominant figure in matters regarding children.
4. Support an increasing degree of permissiveness as children grow older.
5. Use non-verbal communication techniques.

C. ***Current studies describe the Asian-American family as:***

1. Having a high level of educational achievement, income, and family stability.
2. Having traditional attitudes about women's roles,
3. Having conservative sexual standards of conduct.

III. Child-rearing practices of Asian-American families:

1. Pay a great deal of attention to their babies.
2. Give formal instruction to young children.
3. Similar to middle-class American attitudes.

D. ***Researchers report that Native-American Indian families are characterized by:***

1. A variety of family structures with the extended family form as the predominate one.
2. Female-headed households.
3. Cooperation and sharing.
4. Viewing time as having no beginning and no end.
5. High rate of unemployment and alcoholism.

IV. Child-rearing practices of Native-American families:

1. Multiple parenting (because of extended families).
2. Traditional child-rearing methods used.
3. Taught independence at an early age.

Adapted from Bigner (1985). ***Parent-child relations: An introduction to parenting***. New York: MacMillian.

RESEARCH/INTERVIEW ASSIGNMENT

SM-2

DIRECTIONS: *As you do your interview and research project, look for the following information:*

1. What are the typical family structures represented in this ethnic, racial identity, or religious group?

2. What are the parent's attitudes toward child-rearing?

3. What is this group's attitude towards educational achievements for their children?

4. What style(s) of parenting (strict, permissive, democratic) seem to be used in this group?

5. Are there distinct differences in expectations of how male and female children act?

6. Which parent plays a more dominant role? Why?

7. What values are reflected in this group? How are these values communicated to the children?

(Add any other information of interest relating to parent-child relationships such as family traditions, economic influences, etc.)

PARENTING STRATEGIES

1. Behavior Modification

2. Dreikur's Democratic Approach

3. Ginott's Humanistic Approach

4. Gordan's Parent Effectiveness Training

5. Transactional Analysis

GENDER-ROLE EXPECTATIONS

Traditionalists believe that:

Boys should be boys, girls should be girls.

Male is head of the household; female stays home as wife and mother.

Boys are encouraged to be aggressive, girls are encouraged to be passive.

Males and females have gender-specific tasks in the home: Boys mow the lawn, take out the garbage; girls do the dishes and general housework.

Women have a maternal instinct.

Those with non-traditional attitudes believe that:

Achievement is gender-neutral. All children should feel free to excel in any field.

Parenthood should be shared equally by both males and females.

Housekeeping jobs should be shared equally by both males and females.

More dad at home, more mom in the world.

Both males and females should be encouraged to express creativity and be independent.

John Rosemond

'Working mother' is limiting, sexist term

Working mother — this seemingly benign phrase referring, of course, to women who have chosen to raise children and hold down jobs - is one of the most insidiously sexist terms we have ever accepted into our vocabulary. After all, we don't call men who have both jobs and children "working fathers."

For men, whether they have children or not, career is a noun. They are doctors, lawyers, carpenters. For women who have children, career is but an adjective that modifies their primary role and responsibility — motherhood. There is even a magazine titled "Working Mother."

Rosemond

When people discover that a man is a parent and also employed, their eyebrows do not arch. They do not ask how he manages to juggle domestic and career responsibilities. No one asks what day care he chose for his children and why. Social scientists do not conduct research into how having fathers who work outside the home affects young children.

"Working mother" is a conceptual straightjacket. It reflects the limitations we tend to impose upon women once they have children, and which they, unfortunately, tend to accept without question. By the way, the "we" in the previous sentence doesn't refer to men. We — men and women — are in this together, and we share equal responsibility for perpetuating this subtle form of brutality.

"Working mother" says that once a woman has children, she is first and foremost a mother. As such, her primary obligation is to her children, and everything else in her life — marriage, career, community service, talent, interest — is secondary to this.

"Working mother" also says that regardless of how much a woman accomplishes on her job, she deserves little to no raise in self-esteem, because her accomplishments have been at the expense of her children.

"Working mother" also reflects the fact that, once they have children, women tend to hang enormous amounts of self-esteem on how well they perform at parenthood, which they measure in terms of how well their children behave and/or perform in various situations.

Because of this conundrum, there are vast numbers of American children who have never experienced the benefits of being assigned complete responsibility for their own behavior.

This one domestic issue constitutes the biggest obstacle to women's success at liberation and needs to be the central issue in the women's rights movement. In the long run, it is far more significant than equal opportunity in the workplace or equal pay for equitable work.

Nothing's going to change, except perhaps superficially, until the horse is out in front of the cart. We can begin to put it there by excising "working mother" from our vocabulary and our heads.

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Corvallis Gazette Times. March 18, 1989.

2. Developing a Sense of Self in Parents and Children

- Self-Formation .... pg 215
- Interactive Relations Between Parents and Children .... pg 235
- Sexuality Education in the Family .... pg 249

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Developing a Sense of Self in Parents and Children.

RELATED CONCERN:

Self-formation.

DESIRED RESULTS FOR LEARNERS:

Students will develop the ability to examine and affect their own self-formation.

LEARNER OUTCOMES: Students will:

1. Become aware of the context of self-formation in their lives.
2. Consider the desired results of becoming a self-formed individual.
3. Examine the alternative approaches to achieving the desired results of self-formation.
4. Analyze the consequences of action for the various approaches to self-formation.

SUPPORTING CONCEPTS:

A. Various definitions and characteristics of self-formation as applied to student's lives.

B. Individual and societal value systems as key components in the process of self-formation.

C. Self-formation as connected to self-esteem in the process of self-formation.

D. The role of parenting in the development of self-motivation in children.

BACKGROUND INFORMATION:

Within the document "Home Economics: A Definition" Marjorie Brown and Beatrice Paolucci (1979) define the following:

Self-formed:
Formed or developed by one's own efforts.

Self-forming:
Individuals are what they make of themselves and they mold their futures by their own actions.

Self-formation is a long process of maturing, involving the development of concepts and of reasoning powers of the individual. It occurs through the process of socialization, which includes communication and personal interaction (see also the "Communication" unit).

Similar views of people as self-forming are presented by the following authors using different terminology:

Maslow:	Self-actualizing (Maslow, 1968)
Rogers:	Fully functioning (Rogers, 1962, 1969)

Self-actualization is a lifelong process of becoming everything you have the capacity to be. An essential characteristic of self-actualizing individuals is their intrinsic motivation (Maslow, 1968). This "inner" kind of motivation includes a child's attempt to cope with his or her own curiosity, to alleviate boredom, to allay fears of the unknown and show bravery. Here the child also attempts to identify with loved adults he or she wishes to please, and to test survival skills, remembering that survival skills needed in one situation may be the exact opposite to those needed in another. A self-actualizer has ordinarily been given enough love and support by their parents while young so that he or she is secure and not afraid to try new things. The person will have developed a strong sense of autonomy and will feel secure enough about his or her own personality (strengths, weaknesses and uniqueness) to expand his or her horizons.

One component of self-formation that enables us to know what we want from life is the development of value systems. Our values are what we believe in. They are the things we stand up for and the things we are opposed to. A clear understanding of our value system enables us to make decisions that are consistent with what we believe, rather than to yield to pressure to conform to the values and behavior of others.

Values give meaning and direction to our lives. If we want students to experience this, we need to provide opportunities for them to identify their own personal and societal value systems. As much as we would sometimes like the world to agree with us, **we cannot impose or simply teach values**. Only the individual can develop a value...through reflection, awareness of feelings, and acting in harmony with thoughts and feelings. But, for each element of the process, individual value development can be assisted through the cooperation of teachers and students. Together, they can assist value development by:

1. Exploring jointly the meaning of freedom.
2. Creating opportunities for the sharing of alternatives.
3. Developing skills required to discern consequences.
4. Developing prioritizing skills.
5. Developing communication skills and creating opportunities for sharing feelings.
6. Developing abilities to perceive behavioral alternatives and to connect behavior with thoughts and feelings.
7. Enhancing abilities to realize and, potentially, to change patterns of behavior.

These forms of assistance, plus the actual time created for reflecting on important issues and sharing them are the essence of the value system as part of the process of self-formation. A possible desired result is that people will be more likely to make life decisions which serve them well when they are given many chances, over time, to reflect on values, to share them, and to develop values.

The process of developing values includes three steps:

1. Identification of values
2. Feeling comfortable sharing those identified values publicly.
3. Behaving in ways that are consistent with those values.

The directed activities included in this unit provide opportunities for students to identify their own values and to share them with peers while using the practical reasoning process. These activities are intended to motivate young people to put their values into action.

The identification of value systems continues to be a sensitive area in which to work with students. As young people express their values and learn about those of others, they may feel some anxiety or discomfort. It can be helpful for the teacher to be supportive of all students in this area, particularly when one or two students express a value that is different from the majority of other class members.

The development of self-motivation is another part of the process of self-formation. As with other components of this process, it does not "just happen." Although self-motivation has been identified as both an intrinsic and extrinsic process, self-motivation is developed. The desire to become motivated begins early in life. It may, and often does, become sidetracked—especially during adolescence when there are so many problems of self-image and growth to be faced, and at other times in life when economic difficulties, illness, family discord, unemployment, or just the need for a "vacation" takes temporary precedence. Nonetheless, what goes on in infancy and early childhood in interpersonal relationships strongly affects later motivation. The role of the parent(s) is crucial here in the promotion of self-motivation by:

1. The establishment of a loving and trusting relationship with the child.
2. Allowing for mimicry and identification with others, beginning with parents and progressing to others as the child's world expands.
3. Recognizing and encouraging competence as the child grows and develops.

Self-actualizing persons are not usually controlled by tradition or by other people's wishes. They tend to be non-competitive, being secure enough with themselves to meet their own standards. They are characterized by a generalized belief in self. Self-actualizing individuals are able to use more of their ability and intelligence than those who are not self-actualizing, because they are not controlled by their own basic needs or by other people. A transparency or resource, "Characteristics of Self-Actualizing Individuals," is found on SM-1.

In order for children to begin their life-long journey of self-actualization, they need a caregiver who permits and supports their growth and at the same time demonstrates a humane and loving model of a human being, who is continuing to grow and become all that they can be.

TEACHER PREPARATION:

1. Consider your own process of self-formation, especially your image of yourself when you were in middle or high school. Who and what influenced your self-formation? Was it ever "completed" or is it an on-going process? What do you think is helpful in becoming a self-actualizing person? What are the consequences of some of your actions in becoming a self-actualizing person?

2. How might the process of self-formation for the students in your class be different from your own process? Consider influences that might differ among individuals, age groups, cultures and races. What might be most helpful to students in helping them get to the roots (peel back the layers) of self-formation?

DIRECTED ACTIVITIES:

Supporting Concept A: Various Definitions and Characteristics of Self-Formation as Applied to Student's Lives

1. **"Concept of Self-Formation"**: Relate the concept of self-formation to students' own experiences by asking the following questions. Students should take time to reflect on each by writing the answers on paper.

   -Who are you? Can you think of ten different adjectives to describe yourself? Include your ethnic identity.
   -In three or four sentences, how would you introduce yourself to someone you had never met?
   -How do others see you? Is that the same as you see yourself or is it different in some ways? For what reasons might it be the same or different?
   -How might you act or be seen differently depending on the setting (at home, at a ball game, while shopping alone, at the doctor's office, etc.)? *(Awareness of Context)*

2. **"Concept of Self-Formation"** (continued): Show the videotape "Who Am I?" from the series *"On the Level"* (approximately 20 minutes). SM-2 can be used by the teacher to go along with the videotape. Have students answer the same questions as they did in Directed Activity #1 above, this time using Tyrone, the teenage boy in the story as a basis for the answers. For instance, how did he see himself, how did others in his life see him, etc? Then lead a short discussion about how our self-formation is influenced by how we see ourselves as well as by our perception of how others see us. *(Awareness of Context, Alternative Approaches)*

3. **"Self-Image"**: In order for students to get an idea of how others see them, hand out one of the following exercises. This allows them to check their own perceptions and to receive feedback in the form of other people's perceptions about them.

   A. Using SM-3, "Self-Image," instruct them to rank the words in the middle of the page so that the characteristics most like them are at the top, and those least like them are at the bottom. You may want to review meanings of each word with the students so they all agree on the interpretation of each.

   When they have completed this, have them fold back the portion of the sheet they wrote so their writing does not show. They then hand the sheet to someone who knows them quite well (this may need to happen outside of class), and have that person complete the bottom portion based on how they perceive that student.

   B. Using SM-4, "Discovering Who I Am," hand out two sheets to each student. Have them fill out one sheet on themselves using descriptive adjectives. Give the other sheet to someone who knows them quite well, and have that person fill in the circles based on how they perceive that student.

Have students compare the two columns in SM-3 or the two sheets from SM-4 by marking characteristics which are placed very differently. Discuss as a class, why they think there may be some discrepancies.

On the back of the same sheets, have students react to how this information can be applied to their own process of self-formation.

- -What did they discover about themselves in the process?
- -Were there "surprises," or is this what they would have expected?
- -What might be some reasons for the discrepencies?
- -Are there some things they can do to help people see their "true" self? *(Awareness of Context)*

4. **"Velveteen Rabbit":** Have students read the story or view the film *"The Velveteen Rabbit,"* by Margery Williams Bianco (1983). Discuss the story or film using the suggested questions on SM-5. *(Consequences of Action, Awareness of Context, Desired Results)*

5. **"Define Self-Formation":** Have students write definitions for the concept "self-formation." What do you think self-formation means? Compare the students' definitions with those developed by Brown and Paolucci (1979). Use the following questions as guidelines:

- -How might self-formation be different for males and females? A person of color? Age 27? Age 16? Age 10?
- -What environmental factors affect our self-formation?
- -How can we prepare ourselves to develop self-actualizing qualities in our children? *(Awareness of Context, Alternative Approaches)*

6. **"Community's Involvement":** Have the students consider the family and community's involvement in self-formation with the following questions:

- -How might being unemployed influence one's self-image?
- -What if you are a large person and all the magazines and TV ads have thin people on them? How does that influence your self-esteem?
- -What if you are a person of color and all the TV and magazine ads you see have white people on them? How might that influence your self-esteem? *(Consequences of Action, Awareness of Context, Alternative Approaches)*

7. **"Human Needs":** Refer to the "Basic Needs" unit under the Continuing Parenting Concern "Promoting Healthy Parent-Child Relationships." Review Maslow's hierarchy of needs and help students understand that self-actualizing can only take place after some other basic human needs are met. Use "Human Needs Illustration" (SM-6) to develop a concept of needs and how each level can be met or attained. Have the students identify the need demonstrated with each statement. *(Consequences of Action)*

8. **"Fully Functioning Person":** Read "Becoming a Fully Functioning Person" (SM-7) by Rogers (1962). Identify the characteristics of a fully functioning person that are presented in the article. Compare these characteristics with those discussed earlier. Form groups of 3 to 5 students with each group being responsible for finding the meaning of several of these characteristics. Give one example of what each means. *(Desired Results)*

9. **"Ideal Society":** Help students envision an ideal state of human affairs by having them close their eyes and dream about an ideal society. Then have them get together with 2 to 3 classmates and tell each other about their society.

- -How is it different from what you have experienced in life?
- -How would living in this ideal society affect your self-formation so that you could contribute to the formation of this ideal society?

In the same small groups, work on a written description of the ideal society. One group should deal with ideal schools, one with the media, one on religious institutions, one on businesses, one on families, and one on government. Have them present their descriptions to one another and then compare and contrast the differences between groups. *(Desired Results)*

10. **"Harmful Actions":** In small groups or pairs, chosen by the students, have students tell other group members about harmful things they've experienced as a result of another person's actions towards them...in their neighborhood, while shopping, while driving, or in school.

- -What thinking might have been behind the actions?
- -What differences are there between harmful thinking and acting?

-How would you compare the outcomes of both? How are they different?
-What are some possible influences on the self-formations of those who act abusively towards others?
-What groups within our society often experience harm at the hands of others?
-In what ways might this happen to single mothers? To the elderly? To people of color? To the physically handicapped?
-How do these kinds of negative experiences affect one's self-formation? *(Awareness of Context, Consequences of Action)*

Supporting Concept B: Individual and Societal Value Systems as Key Components in the Process of Self-Formation

(**Note to Teacher:** If your school district has a policy against teaching "values" you may wish to eliminate Directed Activities #11-18. As stated in the Background Information, teachers can not impose values on students. They can only assist the student in developing his or her own value system.)

11. **"Definitions of Values":** To begin exploring value systems, ask students to consider what they think of when they hear the word "value." List ideas on the board. Help the class come to a common definition and write it on the board for future reference.

    (There are countless definitions of the word "value" offered by philosophy, religion, the social sciences, and education. The common element in all definitions is some sense of harmony. Examine how this might hold true with the students' own definitions. Values are present when an individual has a consistency, a wholeness about his or her person—when someone is "together." In our culture, we tend to make a distinction between logic, emotions, and actions: the cognitive, affective, and behavioral aspects of human beings. A value is a harmonious or consistent relationship between a person's thoughts, feelings, and actions on a particular issue.) *(Alternative Approaches)*

12. **"How Values are Learned":** Explore where values come from. Have students take two sheets of paper and fold then in 1/4ths. At the top of each 1/4, write one of the names of the following real people:

    1. A parent or guardian
    2. The leader of a group of friends
    3. A favorite relative
    4. A best friend
    5. A teacher who is or has been important to you
    6. A person you are in love with
    7. An important neighbor
    8. Your name

    Students may not be able to come up with a name for each section, but should try to fill in as many as possible. Below each name list four to five things that these people want you to value. Leave your own name blank for now.

    -What do those other people count on you for?
    -What do they want you to be, think, or do?
    -What do they want to be important to you?

    Look at the lists for similarities and differences. Under your name, make a list of those values you are willing to accept for yourself.

    -Can you see how different values can cause conflicts in relationships?
    -What are some values that often can be the source of conflict?
    -Why do you think this is so? *(Awareness of Context)*

    Ask the students which of the above values listed under their own name they hope to pass on to a child of their own, should they decide to become a parent someday. *(Awareness of Context)*

13. **"Values and Goals":** Discuss with students the meaning of the word "goal" and the different kinds of goals (long- and short-term).

    -How are values and goals related?
    -What happens to one if the other is not clearly identified?

    Have the students complete the exercise "Values and Goals Assignment" (SM-8), after explaining that our behavior, goals, and values are related. *(Consequences of Action, Awareness of Context)*

14. **"Looking at Alternatives":** Ask students to think about the last time they made a choice from more than three alternatives? Looking for alter-

natives is an important step in the process of valuing. With a partner, or in a small group, spend 3 to 5 minutes talking about all the possible alternatives to **one** of the following:

1. What to do on a Saturday night date
2. Ways to earn money
3. Ways to make new friends, especially when you are new to a school
4. How to give a great party
5. How to use your leisure time
6. Ways to have fun without spending money

After making a list, choose three alternatives that you and your partner or group like best. Read your alternatives to the class.

-Do they agree with you? *(Alternative Approaches)*

15. **"Value Ranking"**: Hand each student a packet of value statements, "Rank Your Values" (SM-9). Explain to the class that one way to find out what you value is to be forced to decide between certain things and select the one that is most important, the one that is second most important, and so on. Have each student sit at a desk or floor space large enough to lay out all the value statements carefully and begin to move them around until they have a list with their most important value at the bottom. They should be free to add their own values that may differ from those on the strips, by turning the strips over and writing new ones. Caution them to work slowly and think carefully about each statement. They can change the order of the statements if they change their minds; the ranking should show how they really feel about the statements. When students finish ranking the statements, they should tape them to a piece of paper in their final order. Then discuss:

-Was it easiest to choose the most important or the least important value? Why?
-Are there values on the list that you've never really thought of before?
-Were you surprised by your feelings about any particular value? Which one?
-What is important now? Five years from now? Ten years from now?
-How would what you value today influence these changes?
-Would you be willing to share your completed value list with a close friend? A boyfriend or girlfriend? A parent? Why or why not? *(Consequences of Action, Alternative Approaches)*

16. **"Changing Values":** Provide students with an opportunity to examine where they see their values now as compared to where they would like to be. Hand out the exercise "How I am and How I'd Like to Be" (SM-10) and have students complete it. Talk about the idea that values, like other parts of our personalities can change as part of the self-formation process. *(Desired Results)*

17. **"TV Family Sitcoms":** Videotape a section of one or more television shows involving families (The Cosby Show, Family Ties, etc.) where students could identify some of the values represented by the characters in the show.

-What similarities and differences do they see between their own values and those of the characters in the shows?
-What values are represented between family members on the shows?
-How do parents influence the values of their children? *(Awareness of Context, Desired Results, Consequences of Action)*

[You may wish to videotape a show from the sixties (such as "Leave it to Beaver") and discuss the similarities and differences between present day shows and those from the past.]

18. **"Examining Our Own Values"**: Use the books, *The New Book of Questions* (Stock, 1987) and/or *The Kid's Book of Questions* (Stock, 1988) identify questions which help students determine their values. The following questions are examples from those sources which may be discussed [or used in a journal activity].

-Do you think the world will be a better or worse place 100 years from now? Why? How will it affect self-formation?
-What do you strive for most in your life: accomplishment, security, love, power, excitement, knowledge, or something else?
-If you could have a round-trip ride in a time machine and travel any distance into the past or future, where would you want to go and why? *(Desired Results)*

Supporting Concepts C and D: Self-Motivation as

Connected to Self-Esteem in the Process of Self-Formation, and the Role of Parenting in the Development of Self-Motivation in Children.

19. **"Desired Results of Self-Motivation"**: Have the class think about what the *desired results* are regarding self-motivation in family relationships. You might consider such ideas as:

    A. Parents and children are willing to take risks and try new things.

    B. All have a sense of satisfaction in things accomplished: a feeling of competence.

    C. Family members have a strong sense of self and purpose. *(Desired Results)*

20. **"Motivation":** Ask students to write on a sheet of paper when they last felt really unmotivated to do something, describing the circumstances at the time. Then, have them describe on the paper how they felt at that time, using adjectives other than "unmotivated." Discuss briefly some of the feelings mentioned. **Why** did they feel unmotivated? Next, have them describe a situation where they felt very motivated. How did they feel at the time, without using the term "motivated"? *(Awareness of Context)*

21. **"Promoting Self-Motivation":** In a classic study, "The Achievement Motive" by McClelland, Atkinson, Clark, and Lowell, it was noted that there are three conditions that parents can provide to assist children in the development of self-motivation:

    A. A loving and trusting environment

    B. Opportunities for children to mimic and identify with others who might serve as models

    C. Recognizing and encouraging a sense of competence

    Write each one of these on a large sheet of butcher paper or on the chalkboard. Divide students into 3 groups and have each group list the different ways that they can think of for parents to provide the above. Then discuss as a large group.

    -Would anything on the lists change if it were a single parent situation?

    -Which items on the lists seem to be unique to a white middle class culture?

    -How might these be different for an Asian culture? For a black family? An American Indian? *(Alternative Approaches, Awareness of Context)*

    Assign students to choose three of the ideas mentioned on the lists above to actually try with young children (in a preschool or a home situation). Ask them to write down specifically what they said and did to promote self-motivation in the child, and the reactions of the child. Emphasize not to be disappointed if there are no immediate or obvious results in self-motivation, as this is an on-going part of the process of self-formation. *(Consequences of Action)*

    Ask students to provide examples of what motivates them to finish an assignment which is not school related or to "go the extra mile" on a school project. Examine the variety of responses. Each of us is an individual and will be motivated for different reasons. How many of the responses given by students can be linked to:

    A. Love and trust

    B. Identification with role models

    C. The recognition and encouragement of competence

    (Desired results, Awareness of Context, Alternative Approaches, Consequences of Action)

22. **"T-Shirt Activity"**: Guide students to consider the effects of parents on a child's self-formation. How do families or parents differ in what they teach their children about being themselves?

    Have students draw a T-shirt on an 8 1/2 x 11 sheet of paper. Tell students that we all wear T-shirts that say something—we give off messages by the words on our T-shirts. Families give messages to their children about who they should or should not be. Often these messages are spoken aloud, but sometimes they are not. Have students write on their T-shirts one main message they have gotten from their families about who they should be. Collect the papers (with no names on them), mix them up, and redistribute them. Have students hold them up and share the message.

Lead a discussion on the varying messages children receive.

- -What parental values and beliefs are evident? What cultural norms?
- -What are some possible intentions on the part of parents?
- -What messages do children receive about who they were to be as a person? *(Consequences of Action, Awareness of Context)*

23. **"Summary"**: As a final activity, have students respond in writing to: "What kinds of messages will I give my children in order to help them develop a positive self-image?" (*Alternative Approaches, Desired Results)*

RESOURCES:

Books and Periodicals:

Barman, A. (1975). *Motivation and your child.* Public Affairs Committee.

Bianco, M.W. (1983). *The velveteen rabbit.* New York: Knopf.

Brown, M. & Paolucci, B. (1979). *Home economics: A definition.* Washington, D.C.: American Home Economics Association.

Brennecke, J.H., & Amick, R.G. (1975). *Psychology: Understanding yourself.* Beverly Hills, CA: Benziger.

Hultgren, F. & Goosens-Colon, M. (1980). *What to do regarding the parenthood decision?* University Park: The Pennsylvania State University, Home Economics Education Program, Division of Occupational and Vocational Studies.

Hunter-Geboy, C., Peterson, L., Casey, S., Hardy, L., and Renner, S. (1985). *Life planning education.* Washington D.C.: Center for Population Options.

Jorgensen, S., and Henderson, G. (1990). *Dimensions in family life.* Cincinnati: South-Western.

Maslow, A. (1968). *Toward a psychology of being.* Princeton, NJ: Van Nostrand.

Rogers, C. (1962). Toward becoming a fully functioning person, *In Perceiving, behaving, becoming: A new focus*, Washington DC: Association for Supervision and Curriculum Development.

Satir, V. (1988). *The new people making.* Mountain View, CA. Science and Behavior Books Inc.

Simon, S.B. (1972). *Values clarification: A handbook of practical strategies for teachers and students.* New York: Hart.

Stock, G. (1987). *The new book of questions.* New York: Workman.

Stock, G. (1988). *The kid's book of questions.* New York: Workman.

VanNess, R. (1980). How to handle conflict. "On the Level" Leader's/Teacher's Guide. Agency for Instructional Technology.

Films, Filmstrips, and Videos:

(1985). "Velveteen Rabbit" [Film]. Random House. Based on the book by Margery Williams.

(1980). "Who am I" [Film]. Bloomington, IN: Agency for Instructional Technology.

CHARACTERISTICS OF SELF-ACTUALIZING INDIVIDUALS

Are autonomous and independent

Hold alternative views

Are morally responsible

Have a need for privacy

Accept themselves and other people for what they are

Hold democratic values

Are mentally active

Are genuine and committed in their relationships

Resist conformity to culture

Have a concern for humankind

Are problem-centered rather than self-centered regarding interpersonal relationships

Have a great deal of spontaneity

Are creative

From Maslow, A. (1968). ***Toward a psychology of being***. Princeton, NJ: Van Nostrand.

WHO AM I?

(Videotape on Developing Self-Concept)

Understanding and accepting yourself will help you to make better life choices.

Program Summary:

Tyrone's dishwashing job in a local night club keeps him up so late that he can hardly get out of bed each morning. His parents express concern about his hours and their effect on his school work. At school he is chided by friends and a teacher about being late and about his job.

Leaving school without permission, Tyrone goes home only to be met by his father. The confrontation results in a comparison of Tyrone to his older brother, who died in a car accident. Tyrone becomes very angry and begins destroying his dead brother's picture and trophies. Mr. Barnes looks on in disbelief as Tyrone angrily leaves the house carrying his saxophone.

Later, when Tyrone is alone at the club, he begins to fantasize about being the featured performer. The club owner returns unexpectedly to find Tyrone playing his sax. He realizes Tyrone's dream of becoming a professional musician and talks of the realities of such a vocation. Then, knowing that Tyrone's reason for working there is to be around the performers, the club owner fires him "for his own good."

Tyrone goes home to find his father waiting. Mr. and Mrs. Barnes have put away Tyrone's brother's things from Tyrone's room, indicating that they know it was wrong to compare the two. The conversation ends with a warm embrace between father and son, and the viewer has the feeling that Tyrone's image of himself is becoming more clear.

SM-3

SELF-IMAGE

How Do You See Yourself?

1.______________________________
2.______________________________
3.______________________________
4.______________________________
5.______________________________
6.______________________________
7.______________________________
8.______________________________
9.______________________________
10.______________________________
11.______________________________
12.______________________________
13.______________________________
14.______________________________
15.______________________________
16.______________________________
17.______________________________
18.______________________________
19.______________________________
20.______________________________

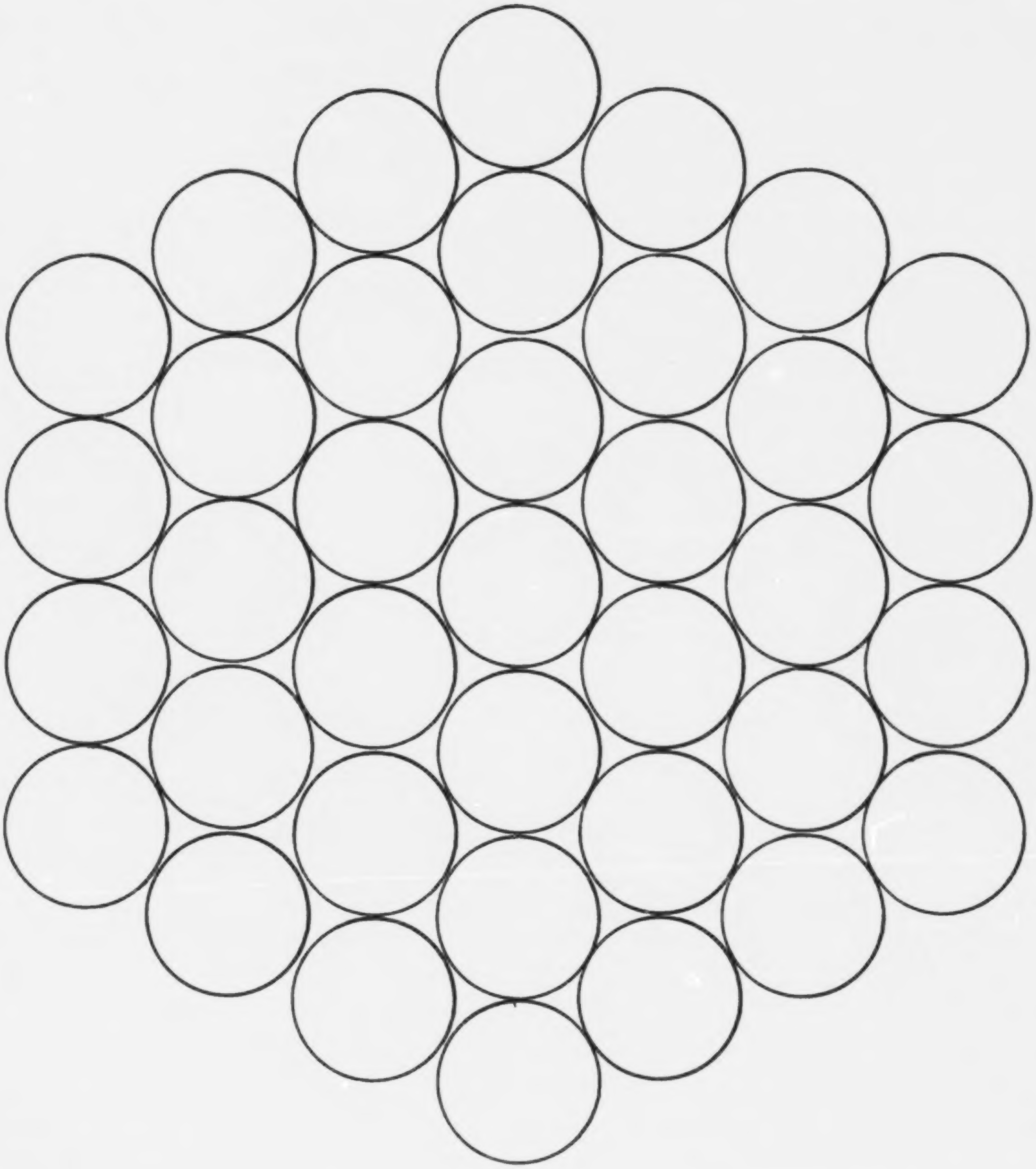
Rank the following characteristics from "most like me" (#1) to "least like me" (#20):

apathetic
creative
honest
sense of humor
wasteful
good looks
cheerful
apprehensive
anxious
plain looks
sensible
convincing
dependable
energetic
loving
sure
leader
lonely
saving
calm

How Does ______________________ See Me?

1.______________________________
2.______________________________
3.______________________________
4.______________________________
5.______________________________
6.______________________________
7.______________________________
8.______________________________
9.______________________________
10.______________________________
11.______________________________
12.______________________________
13.______________________________
14.______________________________
15.______________________________
16.______________________________
17.______________________________
18.______________________________
19.______________________________
20.______________________________

DISCOVERING WHO I AM



SM-5

"THE VELVETEEN RABBIT"

1. What did the skin horse mean by "being real"?

2. What did Nana mean by saying "I declare if that old Bunny hasn't got quite a knowing expression!"

3. What happened when the Velveteen Rabbit cried?

4. Can a "real" toy (or person) be ugly?

5. What do you think is the underlying message in this story?

6. How does the story relate to the concept of self-formation?

7. Why should we be concerned about self-formation?

8. What questions do you have about self-forming individuals?

9. What are the consequences of being self-forming or "real"?

10. How can you prepare yourself to develop qualities of self-forming individuals?

11. The Velveteen Rabbit's "realness" was dependent on someone else's declaration of it. Do other people determine self-formation, in its entirety, or in part?

HUMAN NEEDS ILLUSTRATION

The teacher will demonstrate Maslow's hierarchy of needs by relating the following story to the class. Do not read the need indicated in parentheses. As the story is read, students should identify the need demonstrated with each statement.

An architect from South Carolina, at the top of his profession, is flying alone to Los Angeles to build the world's tallest earthquake-proof building. (Self-Actualization)

Enroute to Los Angeles in his private plane, his engine begins to sputter and he attempts to make cockpit adjustments. His adjustments fail, and he crashes into a remote area of the Rocky Mountains. (Safety)

His first concern is caring for his injuries (stop the bleeding). (Physiological)

He sets up a shelter in the cracked fuselage. Next, he builds a fire to protect himself from wild animals. (Safety or Security and Physiological)

He sets out in search of food and water and locates a stream and a berry bush. (Physiological)

He settles down for the night, begins thinking of his family, and begins to cry. (Love or Sense of Belonging)

When he wakes in the morning, he goes in search of food and water again. (Physiological)

He makes several attempts to get rescued, such as trying to repair the radio, smoke signals, etc. (Meets needs at many levels).

After his rescue, he spends a long time in the hospital recovering. (Physiological)

Lying in the hospital, he begins to feel bad because he is unable to work to support his family. (Esteem)

After his recovery, he resumes working on his initial project of building the world's tallest earthquake-proof building. (Self-Actualization)

Office of Vocational Education, South Carolina Department of Education. (1983.)
A Guide for Planning Performance-Based Family Life Education in Home Economics Education Programs

SM-7

BECOMING A FULLY FUNCTIONING PERSON

As I have observed individuals who appear to have made important strides toward psychological health, I believe they may be thought of as moving toward an implicit goal—that of becoming a fully functioning person.

I find such a person to be a human being in flow, in process rather than having achieved some state. Fluid change is central in the picture.

I find such a person to be sensitively open to all of his experiences— sensitive to what is going on in his environment, sensitive to other individuals with whom he has a relationship, and sensitive perhaps most of all to the feelings, reactions, and emergent meanings which he discovers in himself. The fear of some aspects of his own experience continues to diminish, so that more and more of his life is available to him.

Such a person experiences in the present, with immediacy. He is able to live in his feelings and reactions of the moment. He is not bound by the structure of his past learnings, but these are a present resource for him, insofar as they relate to the experience of the moment. He lives freely, subjectively, in an existential confrontation of this moment of life.

Such a person is trustingly able to permit his total organism to function freely in all its complexity in selecting, from the multitude of possibilities, that behavior which in this moment of time will be most generally and genuinely satisfying. He thus is making use of all of the data his nervous system can supply, using this data in awareness, but recognizing that his total organism may be, and often is, wiser than his awareness.

Such a person is a creative person. With his sensitive openness to his world, and his trust of his own ability to form new relationships with his environment, he is the type of person from whom creative products and creative living emerge.

Finally, such a person lives a life which involves a wider range, a greater richness, than the constricted living in which most of us find ourselves. It seems to me that clients who have moved significantly in therapy live more intimately with their feelings of pain, but also more vividly with their feelings of ecstasy; that anger is more clearly felt, but so also is love; that fear is an experience they know more deeply, but so is courage; and the reason they can thus live fully in a wider range is that they have this underlying confidence in themselves as trustworthy instruments for encountering life.

I believe it will have become evident why, for me, adjectives such as happy, contented, enjoyable, do not seem quite appropriate to any general description of this process I have called psychological health, even though the person in this process would experience each one of these feelings at appropriate times. But the adjectives which seem more generally fitting are adjectives such as enriching, exciting, rewarding, challenging, meaningful. This process of healthy living is not, I am convinced, a life for the fainthearted. It involves the stretching and growing, of becoming more and more of one's potentialities. It involves the courage to be. It means launching oneself fully into the stream of life. Yet the deeply exciting thing about human beings is that when the individual is inwardly free, he chooses this process of becoming.

Rogers, C.R. (1962). Toward Becoming a Fully Functioning Person. In ***Perceiving, Behaving, Becoming: A New Focus***. Washington, D.C.: Association for Supervision and Curriculum Development, pp. 31-32. Reprinted with permission of the Association for Supervision and Curriculum Development and Carl R. Rogers. Copyright (c) 1962 by the Association for Supervision and Curriculum Development. All rights reserved

VALUES AND GOALS ASSIGNMENT

Part I:

1. Define the term "*value*"
2. Define the term "*goal*"

Part II: (Complete Part II using the worksheet below)

3. List four things which you value highly
4. Identify a goal related to each of your values
5. Describe how your behavior reflects your values and goals

VALUE:	GOAL:	DESCRIPTION OF BEHAVIOR:
Example: Health	To live a long & active life	Regular exercise program, well-balanced diet, yearly check-ups, adequate rest & relaxation, do not over-indulge in tobacco, alcohol, drugs, or food.
#1		
#2		
#3		
#4		

SM-9

ACTIVITY WORKSHEET

Rank Your Values

Instructions: Cut into strips along the lines.

Making it on my own

Getting good grades

Preparing for my future

Getting along with my parents

Getting married

Living according to my religion

Being artistic or creative

Making money

Being popular with my friends

Getting a job I really like

Being good in sports

Having children

Making new friends

Having my own car

HOW I AM AND HOW I'D LIKE TO BE

SM-10

On the left side of this page, rank each item according to "How I Am." On the right side, rank each according to "How I'd Like To Be." Use a ranking of 1-5, with "1" being the highest.

___ Ambitious (hard-working, aspiring) ___

___ Broadminded (open-minded) ___

___ Capable (competent, effective) ___

___ Cheerful (lighthearted, joyful) ___

___ Orderly (neat, tidy) ___

___ Courageous (standing up for your beliefs) ___

___ Forgiving (willing to pardon others) ___

___ Imaginative (daring, creative) ___

___ Intellectual (intelligent, reflective) ___

___ Logical (consistent, rational) ___

___ Loving (affectionate, tender) ___

___ Obedient (dutiful, respectful) ___

___ Polite (courteous, well-mannered) ___

___ Self-Controlled (restrained, self-disciplined) ___

___ Patient (not easily frustrated) ___

___ Self-Confident (believing in self) ___

___ Easy-Going (calm, not moody) ___

___ Physically Healthy ___

___ Goal-Oriented (know where I'm going) ___

___ Outgoing (not shy) ___

Simon, S.B., Howe, L.W., and Kirschenbaum, H. (1972).
Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN:

Developing a Sense of Self in Parents and Children.

RELATED CONCERN:

Interactive Relations between Parents and Children.

DESIRED RESULTS FOR LEARNERS:

Students will understand how behaviors and interactions between children and parents affect development.

LEARNER OUTCOMES:

1. Understand how socialization is an interactional process.
2. Examine the characteristic traits which are considered to be appropriate by society.
3. Investigate factors influencing the relationship between children and parents.
4. Examine alternative approaches for assisting parents towards healthy development of their children.
5. Analyze the consequences of different styles of behavior and interactions of parents on children's development.

SUPPORTING CONCEPTS:

A. The socialization process
   1. A teaching process
   2. An interactional process

B. Factors affecting parent-child relationships
   1. Predisposing factors
      a. Birth order
      b. Gender-role (sex-role) identity
   2. Situational factors

BACKGROUND INFORMATION:

Socialization is the teaching process through which the beliefs, attitudes, and behavioral expectations of a culture are transmitted to its children (Dewortsky, 1984). Or, as Westlake (1984) states, "Socialization may be defined as the process of training an individual for society's norms of behavior." In other words, socialization involves learning the values, attitudes, knowledge, and skills deemed appropriate by that society.

Socialization begins in infancy when babies first respond to their parents or other people by some consistent and predictable way that indicates recognition. The first steps in socialization may be referred to as social responses. Socialization, however, implies not only social responsiveness but social control (Westlake, 1984). Therefore, in the process of socialization, children socialize parents just as parents socialize children.

According to Bigner (1985), "The relationship between parents and children is a dynamic, interactional relationship where each participant affects the other. There is mutual stimulation, reinforcement, and responsiveness in that each individual is a recipient as well as an initiator of behavior." Erickson calls this concept "developmental interaction" and states that it conveys the notion that:

1. The parent-child relationship is neither one-sided nor a casual relationship; and

2. Interaction throughout the child rearing years between parents and children affects the healthy development of each (Bigner, 1985).

While parent-child relationships are mutually regulated by the parent and child, in infancy much of the relationship is driven by the parent. As the child gains self-control and self-regulation, the relationship is initiated by both on a more equal basis.

The parent-child relationship is affected by many factors that interplay continuously. Bigner (1985) categorized these into predisposing factors and situational factors (see SM-1).

One of the predisposing factors which influences the social development of children (and which is examined in this unit) is their position (birth order) in the family. Psychologists feel that the influence on birth order not only affects a person's self-concept and personality development, but the relationship with family, peers, and marriage partners. Parents, perhaps unconsciously, react toward children and treat them differently according to their order of birth. No one's character or personality is fixed by the accident of position in the family, but there appears to be undeniable patterns.

The oldest child often carries more responsibilities and has greater behavioral expectations from parents. The oldest child is typically a high achiever and is creative, ambitious and mature. Because new parents are often anxious and unsure of themselves, they tend to give out more severe punishment and rewards than to children born later. Some negative traits of the oldest child are bossiness and the use of threats or physical force in relationships with others.

The second-born or middle children are often made to feel inferior to the older child. They may have a slightly lower intelligence than firstborns. They are generally cheerful, easy going, relaxed, gentle, tactful, and outgoing. On the negative side, they may feel caught in the middle and constantly in competition with the older sibling(s). (These characteristics may be typical only in families with 3 or 4 children.)

The youngest child in the family is often described as relaxed and cheerful. However, he or she may also be an underachiever and have a lower IQ than older siblings. Those born last in the family tend to be "babied" by older siblings and parents. This may cause them to be more dependent and less mature.

"Only" children are known for their high intelligence. They generally have high self-esteem, are self-confident, unselfish, not jealous, and socially outgoing. Many only children assume leadership roles as adults.

The above characteristics can vary because of the sex of siblings, the number of children in the family, and attitudes of parents. Also, the effects of birth order seem to be reduced with larger age gaps between children. Being aware of these patterns can help people change things about themselves instead of continuing the birth order roles of childhood.

Another factor which influences the social development of children is how they interact with their parents in the process of developing their gender-role (sex-role) identity. In the United States and in most other countries, the well adjusted child has traditionally developed a sex appropriate gender-role. That is, males are supposed to be "masculine" and females are supposed to be "feminine." According to research, this traditional gender-role is established at birth. Most parents perceive boy and girl babies differently. Baby girls are often described as soft and delicate and are more often held, fondled, and caressed by both parents. Baby boys are described as strong, active, and energetic and are treated more roughly and played with more vigorously. Thus, gender-role identity is learned first from interacting with parents.

Children tend to imitate others who resemble themselves most closely. Parents prompt and strengthen those behavior patterns traditionally assigned to the child's biological sex. Children hear themselves labeled as boys or girls. When they know these labels, they then organize themselves around the labels on the basis of the behavior of their mother or father. If parents model traditional male or female roles, children will react in the same manner. Traditional gender-roles project the male as more aggressive and as the economic head of the family. Traditional gender-roles project the female as soft-hearted and as the wife and mother who stays home. But the increase in the number of women employed outside the home and men sharing household duties has broadened this view of gender-role typing.

Many psychologists feel that the traditional gender roles assigned to boys and girls are restrictive and limit the potential for the healthy growth of both. They believe that competent, well-rounded people are able to combine the best of the traditional male and female roles and be flexible in expressing themselves. Such individuals may be said to be androgynous. Androgyny is a term which refers to the blending of traditional male and female roles. Society is slowly learning that androgynous characteristics can lead to greater skills in living happy and successful lives. Many parents are now encouraging the following androgynous capabilities in their children regardless of their sex: expressing emotions, giving warmth and love, developing physical potential (strength, agility, speed, and stamina), learning to compete successfully, and being reasonably assertive.

Situational factors also contribute to how parents and children react to one another (see SM-1). These may arise from either the internal or external environments of individuals. Behavior can be influenced by internal factors such as hormone balances, emotional states, or sociocultural factors such as social class, income levels, family size, etc. Other factors are more physical in nature and may include location, possessions, etc. The time of day or preceding events of the day may also influence and affect the interactional system (Bigner, 1985).

TEACHER PREPARATION:

1. Reflect on your childhood and instances when your parents taught you "socially acceptable" ways to behave. What were some of the negative methods of discipline or communication that they used to get you to cooperate? Did you feel guilty if you didn't live up to their expectations? What were some of the positive methods they used? If you are a parent, what techniques have you used with your own children in order to guide them to appropriate behavior?
2. Have the students in your class reflect on their childhood and recall how their parents instilled acceptable behavior in them, bringing out both negative and positive feelings.

DIRECTED ACTIVITIES:

Supporting Concept A: The socialization process

1. **"Introduction":** To set the stage for this unit, ask the students to respond to the following questions:

   -Can you remember an experience in your childhood where your parents were trying to teach you good manners? (Such as saying "please" and "thank you", proper table manners, interrupting when other people were talking, etc.).
   -What methods did they use to get you to cooperate?
   -Did they use any negative discipline techniques? If so, what were those techniques?
   -Did your parents say "don't or "no" to you a lot?
   -What other ways did they communicate to you that you were not doing things right?

   Listen to "Ladies First" from the casette tape or album *Free to be...You and Me.* Discuss students' responses in light of changing attitudes towards "acceptable" social behaviors. *(Free to be...You and Me* is also available on videotape.) *(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)*

2. **"Define Socialization":** Assign students selected readings on social development. On 3x5 cards have them write their definition of "socialization." Exchange cards with three or four other students, discuss and compare their definitions. As a class, make a composite list of statements gathered by each one. *(Awareness of Context)*

3. **"Socialization During Childhood":** Lead a class discussion using the handout (SM-2) on "Socialization During Childhood" to learn how socialization occurs.

   -How does the number of significant people in the child's life change during childhood?
   -How do the types of contacts change?
   -How do the roles of others in the child's life change?
   -How does the child's response to others change?

   Assign readings in current periodicals about how infants and parents form attachments (bonding) to one another. Have students share a summary of their readings emphasizing examples of parental behavior that contributes to the bonding process and why this is an important process in parent-child relationships.

   -Are there instances where students have observed these behaviors in their own families or in other caregiving situations?
   -What are the consequences to children when bonding does not occur? *(Awareness of Context, Desired Results, Consequences of Action)*

4. **"Acceptable Behavior":**

   -What are some traits of socially acceptable behavior? Divide the class into small groups and have each group write on a piece of butcher paper as many as they can think of (politeness, consideration, loyalty, etc.).
   -Who affects how children learn socially acceptable behavior?
   -How do these traits contribute to good peer relationships? Good family relationships?
   -Why is socially acceptable behavior important to society?
   -In contrast, beside each acceptable trait, list

traits which describe unacceptable behavior (ie, politeness, rudeness). How do these unacceptable traits affect peer relationships? Family relationships? Society?

-What are some ways parents can help children develop positive social characteristics? *(Desired Results, Alternative Approaches, Consequences of Action)*

5. **"Personal Traits"**: Select one social skill you have that you feel comfortable about. In writing, reflect on how you acquired this skill.

   -What are some parent-child interactions which you feel encourage the development of this trait?
   -What other ways are there that could contribute to a child developing this trait?
   -Do you know someone who has not acquired this social skill?
   -What are some of the consequences (in a social situation) that you have observed because of the lack of this skill?
   -How does the family's value system affect the way a social skill is developed? *(Alternative Approaches, Consequences of Action, Desired Results)*

6. **"Observations"**: If possible, have students observe young children with their parents (at a park, in their neighborhood, in a shopping mall, etc.)

   -What kinds of social experiences were happening?
   -In what ways were the parents interacting with the child?
   -Do you think they were interacting in a positive way in this situation? In a negative way? Why?
   -How did the child react?

   In small groups have students create case studies of these observations.

   -What are some other ways these situations could have been handled?
   -How do you think the child would have responded to each alternative approach?
   -What do you think are the best possible ways to handle each situation? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

Supporting Concept B: Factors affecting parent-child relationships:

7. **"Predisposing Factors"**: There are many factors which affect the way parents and children interact. Hand out SM-1 to students and use the following questions to facilitate discussions relating to "Predisposing Factors." (Note that a discussion of situational factors is included later in this unit.)

   -How do these factors affect our interactions?
   -Which are environmental factors? Which are cultural factors?
   -What are the short-term consequences of these factors influencing our interactions?
   -Are there alternative actions parents or children could implement to influence behavior?
   -What should be the goal of parent/child interactions? *(Awareness of Context, Consequences of Action, Alternative Approaches, Desired Results)*

8. **"Birth Order"**: Focusing on birth order as one of the above factors, ask the students to examine their place in their family.

   -How do you think your position in your family (first-born, middle child, or last-born) has affected your personality development? Your social development? Your mental development?

   Divide the class into four groups according to their birth order: first, last, middle or only child. Ask them to generate a list of characteristics for each birth order group. These descriptors need to include both desirable and undesirable traits. (Students should be assured that these traits are only tendencies, not guaranteed attributes of each group.) Hand out SM-3, "Traits Affected by Birth Order" and compare this list to their own.

   -How many of the students think these characteristics "paint" a true picture of themselves?
   -How many think they do not fit into the characteristics given?
   -What are the reasons for not fitting that pattern? (age differences of siblings, number of children in the family, age of parents, parenting philosophies of parents, etc.) *(Awareness of Context)*

Assign students to write a one-page paper on "How my position in my family has affected my development." Have them analyze how they think their parents, consciously or unconsciously, have contributed to the development of the traits (both desirable and undesirable) they have acquired at this point in their life.

- -How might they be able to enhance the desirable traits and minimize those that are less desirable? *(Consequences of Action, Desired Results)*

9. **"Gender-Role Identity":** The most apparent predisposing factor that influences how parents and children interact is whether the child is male or female. How the parents have developed their gender role identity has a distinct effect on how they will treat their children. Have the students think back to their early childhood.

- -Who do they think had the most influence on their gender-role development? Mother? Father? Grandparents? Siblings?
- -If they had siblings of the opposite sex, did their parents treat them differently? How?
- -Were there different rules and different expectations because of gender? Because of cultural background?

Divide the class into small groups and have each group identify examples of traditional parental expectations of girls versus boys. *(Awareness of Context)*

10. **"Gender Gifts":** Have students divide a sheet of paper into three columns. In the first column, list three gifts you might buy for a baby before the baby was born. In the second column write down what you would buy if you knew the baby was a boy. In the third column, write down what you would buy if you knew the baby was a girl. Compare your list with two or three other classmates.

- -Why did you put the gifts in the columns you did?
- -Are there any items that are the same in all three lists? If so, what does this tell you about gender-role bias?
- -What are some societal problems which have occurred because of gender-role bias and/or stereotyping?
- -Is this true of all cultures? *(Awareness of Context)*

11. **"William's Doll":** Read *William's Doll* to the class (available from children's libraries).

- -How many of you agree with the father in the story? How many agree with the grandmother? Why?
- -Why do you think the boys in the story felt the way they did about William playing with dolls?
- -Have you had similar experiences?
- -Is it important for a child to develop sex appropriate gender-roles? Why or why not?

[An alternate activity would be to listen to the recording from the album *Free to be...You and Me* or to watch it on videotape and follow this with the questions above.] *(Alternative Approaches, Consequences of Action, Desired Results)*

12. **"Gender-Role Stereotyping":** If a film or video on the topic was not shown during the unit on "How culture and society shape the meaning of parenting," you may wish to do so now. See the resource list for suggestions.

13. **"Androgynous Roles":** Assign students selected readings on androgynous roles. How many agree, how many disagree with the following statements by Pogrebin (1980)?

    a. All children need to become an androgynous individual.

    b. All children should feel free to excel in any field and enjoy the fruits of their performance.

    c. Girls and boys should be encouraged to express themselves, not to conform to prescribed gender-roles.

- -What are your reasons for agreeing or disagreeing?
- -How might different cultural groups disagree with the above statements?
- -What are the benefits to our society in the United States if indeed we are changing from traditional roles to androgynous roles?
- -What are some possible disadvantages?

Have students write a paragraph describing their own idea of what is the appropriate gender-role for men and for women. How can this be achieved? *(Awareness of Context, Desired Results, Consequences of Action)*

14. **"TV Family Sitcoms"**: Assign students to watch a TV family sitcom or videotape a section of one or more shows involving families such as *"The Cosby Show," "Family Ties,"* or *"Roseanne."*

    -Did men and women play traditional roles in the show? Describe why you think these roles are traditional.
    -Who was the dominate person in the family?
    -Was anyone playing a non-traditional role?
    -Do you think the family you saw was realistic? Why or why not?
    -Do you think young children and teenagers use these characters as role models?
    -What are some of the consequences if they do?

    If possible, videotape *"The Wonder Years"* or a re-run of *"Leave it to Beaver"* to contrast the difference in gender-roles in the 1950's and 1960's with now, 30 years later.

    -How do you think your parents acquired their masculine and feminine roles?
    -Do you think that gender-roles have changed that much since your parents were young?
    -How about since your grandparents were young?
    -What kind of role model will you be if and when you have children?
    -What kind of interactions with those children will help achieve what you think is an appropriate gender-role? *(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)*

Supporting Concept B-2: Situational factors

15. **"Cat's in the Cradle"**: Listen to a recording of "Cat's in the Cradle" (or read SM-1, "Cat's in the Cradle" to the class in the unit on "Characteristics and Responsibilities of the Caregiver").

    -How does this song make you feel?
    -What message does it give?
    -Do you know families that have a similar situation?
    -How important is it to a child's development to have good parent-child interaction?
    -What are the consequences to parents and children when there is inadequate interaction between them?
    -What are the consequences when there is negative interaction—such as shaming or making a child feel guilty? *(Consequences of Action)*

16. **"Situational Factors"**: Using SM-4, "Factors Influencing Interactions Between Parent and Child," lead a class discussion on what happens when the variables listed play a part in parent-child interactions. You may wish to use the same questions that are listed under Directed Activity #7. *(Awareness of Context, Consequences of Action)*

17. **"Family Problem Situations"**:

    -What are some ways the following situations might affect the interactions between parent and child:

    a. A parent who is chemically dependent
    b. A parent who struggles with depression
    c. A family in poverty
    d. A family who experiences domestic violence
    e. A parent who experienced child abuse as a child *(Awareness of Context, Consequences of Action)*

18. **"Bruce and David Case Study"**: Read the case study on SM-5 to the class.

    -How do you think Bruce felt about himself on the way to school?
    -How do you think David felt?
    -Can you think of what might be the situational factors in Bruce's home?
    -Can you recall a day that started out "bad" because of negative feedback from a parent?
    -Can you remember what the situational factors were that influenced those circumstances?
    -How could the situation have been handled in a more positive fashion? *(Awareness of Context, Alternative Approaches, Desired Results)*

19. **"Reflection"**: As a final activity for this unit you may wish to ask the students to complete the following:

    a. Write a short description of an ideal parent or parents.

    b. Write a description of the way your parents interact with you. How do they support your learning? Are they active participants? In what ways? What kinds of rewards do they use? What kinds of punishment? Do you consider their parenting style as positive or negative?

c. Compare your two descriptions. Are they the same or different? In what ways?

d. Write a description of yourself as the parent you want to be. *(Awareness of Context, Alternative Approaches, Desired Results)*

RESOURCES

Books and Periodicals:

Axline, V.M. (1964). *Dibs: In search of self.* New York: Ballantine Books.

Bigner, J.J. (1985). *Parent-child relations: An introduction to parenting.* New York: Macmillan.

Bigner, J.J. (1990). *Parent-child relations: An introduction to parenting.* New York: Macmillan.

Decker, C.A. (1988). *Children: The early years* (p. 397). South Holland, IL: Goodheart-Wilcox.

Deworetzky, J.P. (1984). *Introduction to child development.* St. Paul: West Publishing Co.

Faber, A. and Mazlish, E. (1980). *How to talk so kids will listen & listen so kids will talk.* New York: Avon Books.

Jorgensen, S., and Henderson, G. (1990). *Dimensions in Family Life.* Cincinnati: Southwestern.

Leman, K. (1985). *The birth order book.* New York: Dell Publishing Company, Inc.

Pogrebin, L.C. (1980). *Growing up Free.* New York: McGraw-Hill Book Company.

Santrock, J.W. (1983). *Life-span development* (2nd ed.). Dubuque, IA: William C. Brown.

Slosson, D. (1984). Birth order: Your slot in life, *Illinois Teacher*, 28, pp. 31-32.

Westlake, H.G. (1984). *Parenting and children.* Lexington, MA: Ginn and Company.

Zolotow, C. (1972). *William's doll.* New York: Harper & Row.

Music Recordings:

Chapin, H. & S. (1974). *Cat's in the cradle* (Cassette Recording, Story Songs, Ltd.)

Thomas, M. (1974). "Ladies First" from *Free to be...you and me* (Cassette Recording, Social Studies School Services) (Available at local children's libraries.)

Thomas, M. (1974). "William's Doll" from *Free to be...you and me* (Cassette Recording, Social Studies School Services) (Available at local children's libraries.)

Films and Videos:

(1974). *Free to be...you and me* [Film] Social Studies School Services.

(1974). *The fable of he and she* [Clay Animation Film] (Available from many ESD film libraries.)

(1981). *The Pinks and the Blues* (Available from Portland State University Continuing Education film and video library.)

FACTORS INFLUENCING PARENT/CHILD INTERACTIONS

Predisposing Factors:

These variables have an influence on adult parenting behavior or child behavior before interaction takes place, or they give rise to inclinations and tendencies to behave in a certain manner before the interaction.

- Social class/background/values/belief systems.
- Current fads in childrearing philosophies and techniques.
- Peer pressures to conform to similar childrearing philosophies.
- Past experiences with children.
- Goals of childrearing.
- Expectations of appropriate behavior (child as well as adult) and standards of conduct.
- Attitudes about childrearing.
- Model presented by one's own parents.
- Individual personality patterns.
- Age and sex of parent and child.
- Current developmental level of parent and child.
- Birth order of child.

Situational Factors:

These variables relate to current circumstances surrounding the interaction of parents and children. They may arise from either the internal or external environments of either individual:

- Preceding events of the day.
- Time of day when interactions occur.
- Time pressures and constraints.
- Physical or health status.
- Hormone levels.
- Blood sugar levels.
- Restrictions on interaction caused by:
    1. Physical setting (public versus private)
    2. Presence of observers
    3. Family size
    4. Living space (adequate versus restricted)
    5. Level of family income (adequate versus inadequate)
- Access to parent by child (limited versus complete)

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SM-2

SOCIALIZATION DURING CHILDHOOD

INFANT	PRESCHOOL CHILD	SCHOOLAGE CHILD
INTERACTIONS WITH:		
Parents, other family members, caregivers	Parents, other family members, neighbors, playmates,	Peers, family, community contacts caregivers
TYPES OF INTERACTIONS:		
Solitude and interaction with 1 or 2 persons	Parallel play, group play	Group games, active play
ROLE OF OTHERS:		
Nurturing care	Supervision and guidance	Guidance and encouragement towards independence
CHILD'S RESPONSE:		
Receiving	Exchanging	Sharing

TRAIT TENDENCIES AFFECTED BY BIRTH ORDER

SM-3

Only Children

High intelligence quotient (IQ)
Achiever
Perfectionist
High self-esteem
Self-confident
Relaxed
Not jealous
Unselfish
Socially outgoing
Assumes leadership role as an adult

Firstborn Children

Highest intelligence quotient (IQ)
Achiever (stays in school longer)
Creative
Lots of zeal and drive
Ambitious
Anxious
Conservative
Mature acting
Conforms to rules
Tendency to be angry and irritable
Assumes leadership role as an adult

Middleborns

Slightly lower intelligence quotient than only children and firstborns
Less highly driven
Turns to the non-academic areas such as sports or the arts
Cheerful, easy-going
Relaxed
Adaptable
Tactful
Outgoing
Popular
Feels lost in the middle at times

Lastborns (baby of the family)

Lowest intelligence quotient as compared with only children and older siblings
May be an underachiever
Secure
Relaxed
Kindhearted
Seeks pleasure
Negotiates with others well
Popular
Needs to feel loved and cherished as an adult
Often "spoiled"

Adapted from: Decker, C.A. ***Children: The early Years***, p. 397.

SM-4

FACTORS INFLUENCING INTERACTIONS BETWEEN PARENT AND CHILD

SITUATIONAL FACTORS	HOW PARENTS INFLUENCE CHILDREN	HOW CHILDREN INFLUENCE PARENTS
1. Preceding events of the day		
2. Time of day when interactions take place		
3. Time pressures and constraints		
4. Physical or health status		
5. Hormone levels		
6. Restrictions caused by level of family income		

"BRUCE AND DAVID CASE STUDY"

Bruce:

Once upon a time there were two seven-year-old boys named Bruce and David. They both had mothers who loved them very much.

Each boy's day began differently. The first thing Bruce heard when he awakened in the morning was, "Get up now, Bruce! You're going to be late for school again."

Bruce got up, dressed himself—except for his shoes—and came in for breakfast. Mother said, "Where are your shoes? Are you planning to go to school barefoot?... And look at what you're wearing! That blue sweater looks awful with that green shirt... Bruce dear, what have you done to your pants? They're ripped. I want you to change them after breakfast. No child of mine is going to school with torn pants... Now watch how you pour your juice. Don't spill it the way you usually do!"

Bruce poured and spilled.

Mother was exasperated. As she mopped up the mess, she said, "I don't know what to do with you." Bruce mumbled something to himself.

"What was that?" Mother asked. "There you go mumbling again."

Bruce finished his breakfast in silence. Then he changed his pants, put on his shoes, collected his books, and left for school. His mother called out, "Bruce, you forgot your lunch! If your head weren't screwed on to your shoulders, I bet you'd forget that too."

Bruce took his lunch and as he started out the door again, mother reminded him, "Now be sure to behave at school today."

David:

David lived across the street. The first thing he heard in the morning was, "Seven o'clock, David. Do you want to get up now or take five more minutes?" David rolled over and yawned. "Five more minutes," he mumbled.

Later he came to breakfast dressed, except for his shoes. Mother said, "Hey, you're dressed already. All you have left to put on are your shoes!... Uh, oh-there's a rip in the seam of your pants. Looks as if the whole side could split. Shall I sew it on you while you stand up or would you rather change?" David thought a second and said, "I'll change after breakfast." Then he sat down at the table and poured his juice. He spilled some.

"The clean-up rag is in the sink," Mother called over her shoulder as she continued making his lunch. David got the rag and wiped up the spill.

They talked for a while as David ate his breakfast. When he finished, he changed his pants, put on his shoes, collected his books and left for school—without his lunch.

Mother called after him, "David, your lunch!"

He ran back to get it and thanked her. As she handed it to him she said, "See you later, have a good day!"

Faber and Mazlish, 1980.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Developing a Sense of Self in Parents and Children.

RELATED CONCERN:

Sexuality Education in the Family.

DESIRED RESULTS FOR STUDENTS:

Students will understand the role of parents in children's sexuality education and how to increase communication between parents and children about sexuality.

LEARNER OUTCOMES: Students will:

1. Understand the broad meaning of sexuality.
2. Become aware of some of their own attitudes about sexuality.
3. Consider the desired results of parents being children's primary educators about sexuality.
4. Consider the parent's role in communicating the family values and attitudes to their children.
5. Understand that, when given information and support, parents have the ability to encourage positive attitudes and responsible sexual behaviors in their children from birth to adulthood.
6. Identify the negative and exploitive messages about sexuality in the media and society in general.

SUPPORTING CONCEPTS:

A. Sexuality

B. Family centered sexuality education

C. Gender-role development and identity

D. Sexual exploitation

E. Sexual responsibility

BACKGROUND INFORMATION:

Sexuality is a word that is often misunderstood and misused, sometimes resulting in significant problems for family life and/or parenthood educators and their programs. It is a word that seems to immediately command the attention of most people in our society. This is because sexuality means "sex" to many people and conjures up thoughts of physical acts and human anatomy. Defining sexuality in this manner implies that humans are only sexual when they are engaged in some sexual act.

We are all sexual beings and sexuality is a comprehensive term that includes many factors that are an integral part of being human. Sexuality provides one aspect of our self and a way of relating to others in society. It gives us a range of emotions—joy, sadness, empathy, love. Our sexuality affects all of our experiences throughout our lifetime. When we understand our sexuality, we gain new insights into ourselves. Sexuality involves an integration of our bio-psycho-social growth and development and how it impacts on our relationships. We are sexual throughout the life cycle.

Several factors highlight the need for early parental involvement in children's sexuality education. Studies reveal growing rates of teen and preteen sexual activity, high levels of adolescent pregnancy, increasing rates of sexually transmitted diseases, and ignorance about sexual issues. When sexuality education is defined in the broadest terms, however, it goes beyond these issues. Parents are involved in their children's sexuality education, either consciously or unconsciously, from the child's birth. The fact is that education about sexuality is not merely providing factual information, it is also conveying values, standards, and attitudes. Parents teach just as much, if not more, by what they do as by what they say. There is no way a parent can avoid being the principal educator about sexuality of his or her child- -whether the parent is open and candid about sex, or says nothing at all. Before their first day of school, children have learned from their parents, not only the specific information about sex, but also the attitudes their parents have demonstrated. "We do not talk about that," or "ask your mother," conveys that sex is special, different from all other subjects. Even when parents do not provide information and guidance concerning sexuality, their children are getting "sex education." There are many alternative sources of information—and misinformation—about sexuality including the child's friends and peers, newspapers and magazines, radio and television, and popular music.

The belief that early sexual activity can be prevented if parents avoid discussing sexuality with children, or providing them with accurate information is not supported in research literature. In fact, the opposite seems to be true. In general, young people who are able to discuss their feelings with their parents and have been given accurate information about sexuality tend to behave more responsibly, have the confidence to resist premature sexual experiences, and protect themselves from pregnancy when and if they become sexually active. When they enter into relationships, they tend to be more mature and less exploitive.

Young people today may be faced with decisions about expressing their sexuality earlier than in previous generations, depending upon their cultural setting. Good decisions are based upon accurate information, self-awareness and knowledge of one's own values. Parents who discuss sexuality with their children when they are young are helping them become responsible and effective decision makers.

Although children rarely list parents as their major source of sexual information, studies suggest that parents are trying to become more effective sexuality educators. In a national survey conducted in 1977 by General Mills, 80% of the parents wanted to have the primary responsibility for their children's sexuality education. When parents have been asked why they have difficulty with the tasks of sexuality education they have indicated that they lack sufficient knowledge about sexual issues and are, therefore, reluctant to discuss their children's sexual curiosity, or that they lack the communication skills necessary for discussing sensitive topics. There may be reasons other than what appeared in research, underlying a parent's inability to talk about sexuality. When a person's parents did not talk to them about sexuality, these people, when they become parents, often feel they are breaking family tradition and rules by doing so. In addition, they lacked a role model to learn from on how to effectively communicate regarding sexual issues with their own children. Furthermore, the subject matter may be considered sensitive and embarrassing, resulting in "no talk" rules around the topic.

Educational programs in schools and in the community can help young people, who will eventually become parents, gain the background they need to discuss factual information about sexuality. Depending on the programs, children can be helped to identify their own attitudes and values related to sexuality and develop strategies for communicating these values to their own children in the future. Such programs may be an important approach to reducing sexually related problems experienced by pre-adolescent and adolescent children. These programs need to go beyond the traditional "sex education" approach where the subject matter is often confined to what has been termed the "plumbing" aspects of the human reproductive process. In these circumstances, little attention is given to the underlying issues of human sexuality as a characteristic of the whole person.

For many parents, a major concern is moral conduct. Morality refers to standards incorporated into a person's own value system. When sexuality education is family centered, parents will be able to discuss morals and behavior as they relate to the family values. It is the best way for parents to pass on their personal values to their children.

What constitutes sexuality education in the early childhood years? Building feelings of self-worth is an important part of sexuality education. When a baby is loved, cuddled and talked to, a sense of security and self-worth is nurtured. Children develop feelings about their body parts long before verbal communication can take place. Parents are thrilled when the young child explores various parts of his or her body and he or she can name the body part. Parents are less comfortable, however, when the child touches the genital area and they may distract the child with a toy or quickly put on a diaper. From such parental reactions, the child may feel that the genital area is bad, not to be touched, and different from the rest of the body. Since babies get comfort and pleasure from fondling their genitals, they may become confused about themselves and their genital areas.

Bath time offers an opportunity to show that all parts of the body are important and all need to be kept clean. The baby can begin to learn the names of various parts of the body, including the penis and vagina, and parents can practice saying these words out loud.

During the early childhood years, parents teach children about all aspects of life by example and attitudes. As children see parents interact with each other, they learn a definition of love that will be incorporated into their own lives and relationships. The roles of males and females are defined for young children by observing their parents. As children ask questions, parents need to learn to talk honestly, even though it may be difficult.

The most important part of dealing with the sexuality of children is to create an atmosphere in which children are comfortable asking questions of their parents and in which they feel good about themselves. Providing children with information matched to their level of mental development is the most effective way to talk about sexuality with children.

When a young child asks, "Where did I come from?", it is important for the parent to clarify what the child is really asking. Not answering questions truthfully will only confuse the child later on. Questions from a young child should be answered simply and honestly in a matter-of-fact manner.

During these early years, children are also learning about gender roles and developing gender identity. Gender-role is the male or female social role, i.e., the way in which people show their masculinity or femininity. Through childhood and well into adolescence, the child becomes increasingly aware of the kinds of behavior that parents or other adults consider appropriate for a male or a female. However, these attitudes and feelings about gender role behaviors can be learned and/or changed throughout a person's life. Traditional gender roles in our society have been limiting to both men and women. It has been difficult for a man to be nurturing and sensitive, able to cry and show emotions or tenderness, softness, and vulnerability. It has been difficult for a woman to be strong, competitive and self-assured. In general, people who are not restricted by those traditional gender role behaviors have more resources for growth and adaptation to life's crises. When parents are careful to avoid stereotyping male and female roles, children learn that options in life are not limited because of their gender. Parents should take advantage of the many opportunities to broaden their child's perspective with regard to gender role expectations.

In a series of newsletters for parents called "There's No Place Like Home...for Sex Education" published by Planned Parenthood of Lane County (Widoff, 1990), the following advice is given to parents on how to handle questions about sexuality:

1. Parents: Talk with one another about the sexuality messages you want to give to your child.
2. Anticipate sexual questions and behaviors. Plan and practice your responses.
3. Answer questions as they arise. Replies such as "Not now" and "You don't need to know that" teach children that it is not okay to ask. You can delay a discussion with "This isn't a good time now. Let's talk after dinner." Then follow through!
4. Tell your child if you're embarrassed. A comment like "This is hard for me to talk about, but I'm willing to try" is wonderful. The child will appreciate your honesty.
5. Answer simply and honestly, leaving the door open for further discussion.
6. Initiate sexuality discussion. Ask, "Have you ever wondered about how you were born?" You can use picture books or visit a pregnant friend.
7. Use every day events as "teachable moments" for passing along family messages about sexuality.

A compelling reason for children and young people to be knowledgeable about sexuality is that they are more vulnerable to sexual exploitation without such knowledge. One of the best approaches to protecting children and youth against sexual abuse and exploitation is to help them protect themselves. To do this they need awareness, knowledge and skills.

The media has a strong influence on attitudes and knowledge about sexuality. Television has brought sexuality messages into the family room. From the time that networks come on until they sign off there are over 60 episodes of sexual activity that can be seen and/or heard every day (Price, 1982). The sexual activity is defined as being anything from talking about sexual related topics to actual suggested intercourse. In daytime drama shows, sexual activity is portrayed approximately every nine minutes (Price, 1982). This is most likely planned to keep the viewer's interest. Most of the suggested episodes of intercourse involve partners in unstable relationships. During the prime time viewing hours, sexual messages are usually limited to dialogue about a sex-related topic. In an evening of prime time shows on major networks, there will be at least one reference to rape, prostitution, pornography, etc., even in programs targeted at the younger audiences. Often a whole series is based on a sexual theme: impotence, pregnancy, birth, etc. Commercials often convey strong sexual messages, visually as well as verbally (e.g., "Nothing comes between me and my Calvin Klein's"; "I'm fresh and ready all the time").

By the time children have reached the teenage years, they have most of the "facts." They need their parent's help with questions about values, relationships, love and sexuality. Sexual responsibility is a lot more than pregnancy prevention and disease. Teenagers need to understand that it also includes feeling good about themselves and confident in the choices they make. Responsible decisions respect personal values and goals and promote self-esteem, not guilt. It is also important for children to know that becoming involved with someone sexually involves commitment and mutual consent, and that mature relationships are based on caring, closeness, intimacy, and tenderness.

(**Note to the teacher:** When discussing with teenagers in an educational setting about sexuality education in the family, there needs to be an awareness and sensitivity to the variety of experiences they bring to the classroom. Discussing ideal parent-child interactions related to sexuality might be difficult for them, given their own experiences. Recognize that some students may have been sexually abused as children, many within the home. Some young women have had experiences that lead them to believe they are only valued for their ability to please men. In addition, young men may feel they are only valued if they have sexual prowess.)

TEACHER PREPARATION:

1. Think about how sexuality education was handled in your family. What messages do you remember receiving about your own sexuality and relationships with the opposite sex? Were you able to ask questions related to sexuality in your family and how were they answered? Did family members follow traditional gender roles?
2. Reflect on all the messages the students in your class are getting related to sexuality: from the media, from other classes where sexuality education may deal primarily with reproduction and contraception, and from peers. If time permits, go through some magazines that your students may be reading and become familiar with how sexuality is used to promote products to teenagers. Listen to the lyrics of music your students may be listening to and become aware of the sexual messages, either explicit or implicit in these lyrics.
3. Reflect on your own attitudes and values related to sexuality. What does "family-based sexuality education" mean to you? How do schools support families in sexuality education?

DIRECTED ACTIVITIES:

Supporting Concept A: Sexuality

1. **"Why is it so difficult to talk about sex?"**: In order to accomplish the goals for this unit, students need to feel free to talk about their feelings and be able to share freely in the classroom. This is not easy for many students to do. By looking at some common roadblocks to such communication and developing some ground rules for the class that demonstrate respect for all participants, students may be more willing to discuss these issues.

   Divide the class into small groups (3 to 4) and have each group select a recorder. Students may want to work in groups of the same gender. Ask each group to generate and write on newsprint or butcher paper a list of reasons why it is difficult for people to talk about sex and sexuality. Ask them to think of how people learn to avoid talking about sexual issues.

   -What are some social messages that discourage children from talking and asking questions about sex? What are some family messages?
   -What type of role models do we see in families that demonstrate that it is not appropriate to discuss sexual issues?
   -How might some religious teachings discourage

these discussions?

- -What messages do we get from television, books and other media that discourage honest discussions about sexuality?

Allow 10 to 15 minutes for this task. Reconvene class and ask recorders to review their lists for the rest of the class. After the first recorder, ask each subsequent recorder to comment only on those reasons not previously shared. *(Awareness of Context)*

Then, develop and write on the board the ground rules for the class by asking students, "What agreements can we make with each other to get past these barriers to communication?". Have a student record these to be reproduced later for the entire class.

Refer to SM-1 ("Ground Rules") for some ground rules the class might consider. Add others to the list.

The list of "Hints for Overcoming Barriers" (SM-2), made into a transparency or poster, could be used as a reminder to the class, each day there is a discussion of sensitive issues.

(**Note to Teacher**: Depending on the policy in your school, you may want to send a letter to all parents or guardians of your students. The letter would inform them of the unit topic and goals for the students. Parents could be invited to visit class if they wish.)

2. **"Sexuality vs. Sex"**: To help students understand the broad concept of sexuality as opposed to the term sex, provide groups of students with newsprint and have them work in small groups to list whatever comes to mind when they think of sexuality. Again, you may want to have groups of the same gender. Provide a limited amount of time for this activity and then reconvene the entire class. Have students post their group's list.

Lead a class discussion on a definition of sexuality based upon the terms they listed on their newsprint.

- -Are the ideas primarily concerned with sexual intercourse, exploitation, anatomy and reproduction?
- -Are there terms that equate sexuality with self-esteem, relationships, healthy bodies, loving, and affection?

Have students think about how their beliefs are related to masculinity, femininity and feelings about self. Add other terms to the lists as the class discusses the group's responses.

Write the following definition of sexuality on a transparency or poster:

"Sexuality is the quality of being either male or female. It means many things; how we feel about ourselves, what roles we play in society, and reproduction. It does not mean just how we behave sexually. It is the total of our physical, emotional, and spiritual responses." ("Sex on TV — A Guide for Parents")

As a class take each phrase of this definition and talk about how it is related to sexuality, i.e., "how we feel about ourselves." Compare the different ways groups within society define sexuality. What are the reasons why each group has a different definition?

- -How do different generations (their generation, their parents, their grandparents) define sexuality?
- -Why are the definitions different?
- -What does each historical era contribute to the definition? *(Awareness of Context)*

Supporting Concept B: Family Centered Sexuality Education

3. **"Journal Activity"**: To help students remember and reflect on early sexuality education ask them to respond to the questions on SM-3 ("Reflections"). This will be an activity they will keep for themselves so they can feel comfortable responding to each question. Teachers could do the same and at some point share their own memories.

Allow time for students to share from their journal writing experience if they desire. Conclude the activity with the question:

- -How does reflecting on your own sexuality education influence your eventual ability to be your own child's primary sexuality educator? *(Alternative Approaches, Consequences of*

Actions, Awareness of Context)

4. **"Communicating about Sexuality":** Ask students to brainstorm what skills and attitudes they think are necessary for both parents, children and young adults to talk about when dealing with issues of sexuality. Emphasize that parents don't have to be "experts" to share their values and ideas with their children. They, as well as children, can have some confusion and admit to a lack of knowledge. Communicating honestly will be beneficial.

   Some skills and attitudes which might be included on this list would be the ability to:

   a. Build an atmosphere of trust between individuals.
   b. Listen to each other.
   c. Empathize with others.
   d. Identify and communicate values.
   e. Communicate emotions.
   f. Accept differences in opinion.
   g. Solve problems and negotiate conflicts.
   h. Understand the difference between verbal and non-verbal messages and deliver a consistent message between the two.
   i. Set sexual limits for themselves.

   Reflect on what children and young adults want to know about sexuality. Ask students to develop lists of information for different age groups. The lists should be divided into groups starting with ages 0-5, 6-9, 10-13, 14-16. To assist them in making their lists, ask them to reflect back on their own experiences in the "Journal Activity" exercise (Directed Activity #3). If they can recall what they wanted to know when they were young, it may be easier to identify what children at different age levels need to know.

   -What do children need to know for their own safety?
   -How can children be saved embarrassment in different situations?
   -How can children feel comfortable with their changing bodies?

   Circulate among the groups to answer questions and assist with discussion. Allow ample time for this activity so students can discuss topics thoroughly. If they lack information on some topics, encourage them to add it to their lists anyway since they will be able to do research on these topics when they carry out Activity #6 "Role Rehearsal." Have them share their lists with the entire class and attempt to consolidate the information into a class list for each age group. Allow time for students to discuss their disagreements about what should occur at each age and help them identify the reasons for this difference in opinion.

   Further, help students become aware of societal influences on what children and young people should know about sexuality.

   What is the role of the political climate in what is taught? Religious beliefs? Views of men and women? Fear (of early sexual activity, teenage pregnancy, etc.)? The media?

   -How might attitudes change with a crisis (such as the AIDS epidemic)?

   Show the film, "The Family Talks About Sex." Use SM-4 ("Summary of Sexuality Development Events in the Young Child") as a summary to help students become aware of the normal progression of development in young children. (*Awareness of Context, Alternative Approaches, Desired Results*)

   -At what point in a child's life can a parent cooperatively develop some guidelines with their child?
   -How do parents communicate their guidelines or expectations to children, especially when there are so many mixed messages in society?
   -Is there a point in a child's life where parents and children might agree to disagree? What can be the effect of that on family relationships?
   -As a teenager, what guidelines and expectations related to sexual behavior would you want for yourself and your peers?

   Record guidelines on an overhead or newsprint. Some examples of responsible behavior could be to:

   * Promote the dignity, equality and worth of each person.
   * Act with purpose, rather than impulse.
   * Avoid exploitation or manipulation of others.
   * Avoid exploitation of yourself.

- * Take precautions against unwanted pregnancy and sexually transmitted disease.
- * Choose abstinence.

Show the film, "Are you Ready for Sex?" and discuss how the different teenagers handled a variety of situations.

-What were some positive actions these teenagers took?
-Do you think you could be as assertive in your own life in similar situations?
-How can parents help their children develop these assertiveness skills?

Depending on the curriculum in your school you may want to invite a health care professional to discuss contraception and sexually transmitted diseases. *(Desired Results, Alternative Approaches, Consequences of Actions)*

5. **"Role Rehearsal"**: Using the case studies on SM-5 "Family Centered Sexuality Education," have students work in small groups to represent a family unit. Using role rehearsal (a way to practice handling themselves in a similar situation), the students are to provide a child or young adult with information about sexuality. Remind students that each family will have different goals and values for their children based on their personal or religious beliefs. These beliefs should be respected as they prepare for their demonstration. Differences in attitudes and behaviors do not imply that there is a right or wrong answer.

Students will need to: a) determine what information they feel is appropriate for each age, b) research any information they are not sure of, and c) be prepared to demonstrate how they would handle this situation in the family they are portraying. The following resources should be available in the classroom for students to use:

a. "Summary of Sexuality Development Events in the Young Child" (SM-4)
b. "There's No Place Like Home. . . for Sex Education" (series of newsletters for children and teenagers). See Resources.
c. "Communicating with Children About Sex; General Tips" (SM-6)
d. Resources on male and female reproductive anatomy (SM-7, SM-8)
e. "Talking With Children About AIDS" (SM-9)
f. "Affirmations" (SM-10)
g. "Eight Popular Reasons for Having Intercourse . . .That No Teenager Would Use" (SM-11).
h. "To Have or Not to Have Sex" (SM-12)
i. "Factsheet on Abstinence" (SM-13)

Conclude the activity with the following questions:

-Do you think the child got the information they needed and wanted?
-How could parents feel more comfortable in the situation?
-Was the information accurate?
-Was it helpful to the child or teenager?
-Are there people who would disagree with the approach demonstrated? What groups of people? Which approach?
-What other ways could the situation be handled?
-What would be the outcomes if different methods were used?
(Desired Results, Consequences of Actions, Alternative Approaches, Awareness of Context)

6. **"Unwanted Pregnancy":** When a pregnancy is unplanned in the life of a teenager, parents need to identify personal values and beliefs about pregnancy options, as well as issues surrounding the situation. Have students individually read the case study and answer questions on SM-14 "Carrie and Fidel." Then divide students into small groups and select a facilitator for each group. (The facilitator should be chosen carefully so they have the skill to guide the group discussion without allowing anyone to feel embarrassed.) If there are teenage parents in the class who feel comfortable doing so, you may ask them to share their experiences with the group.

Reconvene the large group. Have students imagine they are the parent of either Carrie or Fidel as they discuss the following questions:

-How would you want to be involved?
-What would be your feelings about your son or daughter becoming a parent while still in high school?
-What are some things you might worry about?
-What values and religious/moral beliefs would people need to consider when making a deci-

sion about an unplanned pregnancy? (i.e., attitudes/values about pregnancy, children, parenting)
- What information would people need for each option? (i.e., cost of raising child, medical information about terminating pregnancy, rights of natural parents in adoption)
- Who could help a couple/individual as they make this important decision? (i.e., parents, clergy, counselor, other trusted adult, health agencies)
- What are the different cultural beliefs that would affect a teenager's decision about the course of action to take?

Depending on student's interests and needs, you could have a variety of speakers on this topic. These might include a teenage parent (either father or mother or both), a person who was adopted, an adoptive parent, or a biological parent who placed her or his child for adoption.

Show the film, "Teenage Father" and discuss with the class. Help students identify how the young father is feeling and where he can go for support. *(Desired Results, Alternative Approaches, Awareness of Context, Consequences of Actions)*

Supporting Concept B: Gender-Role Development and Gender Identity

7. **"Gender-Role Development":** To help students explore and clarify concepts of gender-roles, discuss some of the following questions.

- How have women's roles changed in the last 10 years? 25 years?
- In what ways do women have more options today than they did 10 years ago?
- How have men's roles changed in the last 10 years? 25 years?
- What behaviors are men exhibiting today that used to be considered traditionally feminine?
- What behaviors are women exhibiting that were considered traditionally masculine?
- How do you feel about these changes? Why?

Divide the class into same gender groups and have each group consider finishing the following sentence stem: "My family believes that men should (or women should).........."
After completing the first list, consider: "If I were female (or male), I could.............."

Discuss the two lists of answers.

- Do any of the "musts" seem unfair?
- What things on the list make you feel good?
- What would you like to see changed?
- How did you learn the "right" way to act as a female or male?
- Who taught you the "rules" of masculinity or femininity?

Show the film, "Sex Role Development" and/or "The Pinks and the Blues" (available through your local E.S.D.). Help students identify their own level of comfort with some of the changes these films are recommending.

- Are the changes necessary? Are they desirable?
- Why might people feel a reluctance to change the traditional gender roles in their families?
- What are the consequences of continuing traditional gender roles? *(Awareness of Context, Consequences of Action, Desired Results)*

8. **"Media Messages":** The media has a strong influence on childrens' attitudes, knowledge about sexuality, and gender related behavior. Give students about a week to complete SM-15 "Media Messages." During the follow-up discussion, ask students to list adjectives which describe how boys and men are depicted on these shows and advertisements. Also list adjectives which describe girls and women.

After you have discussed the observations, have students use their pictures, cartoons and articles to prepare a display which demonstrates the consequences of stereotyping. *(Awareness of Context, Consequences of Actions)*

Provide students with a selection of children's books and have them count the frequency of males and females in the books. Then have them analyze the types of activities males are engaged in and the type in which females are engaged.

To help students think about the long term consequences of stereotyping which starts in early childhood, survey the class to determine what careers they are considering for themselves.

-How many of them are traditional roles for men and women?
-How are men's and women's wages and salaries different? (1989 statistics show that on the average women earned $.70 for every $1.00 men earned.)
-How many women are head of the household?
-What are the reasons why women work?
-How does eliminating stereotypes increase options for everyone? (*Awareness of Context*)

9. **"Creating Options for Children":** Ask students to consider the following situations and imagine how they would handle each.

    a. Several little girls in a preschool group at your home are told by other children (both boys and girls) to "put your dress down, that's not ladylike."

    Where did the terms "lady," "girl," and "woman" come from? What do these words mean? What is the connection between being a lady and "putting her dress down"?

    b. When your son expresses a desire to take tap-dance lessons, his buddies tell him he is a sissy and they won't play with him.

    How is it decided what is "sissy" or feminine? Think about some well-known dancers. Why isn't it acceptable for a child but it is acceptable for a man?

    Refer to the story, *William's Doll* (Zolotow, 1972) from the Interactive Relations unit and discuss students reactions to the story. What would they do in a similar situation?

    c. A group of boys on the playground tell the girls they can't play on the jungle gym because "boys are best, girls are gross."

Ask students to recall situations they experienced where they were "put down" either as young children or during adolescence. How was it handled? How would they have liked to see it handled? *(Awareness of Context, Alternative Approaches, Desired Results)*

Supporting Concept D: Sexual Exploitation

10. **"What is Exploitation"?** The most overt form of sexual exploitation, sexual abuse, is covered in the unit on "Crisis and Families." Refer to the unit on "Power" for further activities related to exploitation. Sexual exploitation occurs in very subtle forms, such as in popular music, advertising, humor, and entertainment. When students understand that exploitation is using someone for one's own advantage without regard for the other person, they are better able to protect themselves. A young child whose self-image is supported by his or her parents and who has been taught about appropriate and inappropriate sexual behaviors may be less vulnerable to exploitation. Learning about sexuality and learning skills for thwarting sexual abuse go hand-in-hand. The benefit of learning about both is the promotion of self-esteem. High self-esteem enhances the ability to show responsibility for sexual behavior.

    Ask students to identify other forms of sexual exploitation in society (advertising, lyrics from popular music, etc.).

    -Who is "exploited"?
    -How are they exploited?
    -Would you attempt to screen music your child listened to?
    -Do you think that records and tapes should be labeled and classified in a manner similar to movie ratings so that parents may know what their children are buying?
    -Would you attempt to screen the television shows your child watched? What about movies? Why or why not?

11. **"Reflections":** To close this unit, have students respond in writing to the following questions:

    1. What does the term "sexuality" mean to you?
    2. What are the desired results for children and parents when the family is the primary educator on sexuality?
    3. How will our discussion and activities in this unit affect your own parenting on these issues?

    (Consequences of Action, Desired Results)

RESOURCES:

Books and Periodicals:

Adams, C. & Fay, J. (1981). *No more secrets*. San Luis Obispo, CA. Impact Publishers.

Carrera, M. (1990a). *Sexual health for men: Your A to Z guide*. New York: Michael Friedman Publishing Group, Inc.

Carrera, M. (1990b). *Sexual health for women: Your A to Z guide*. New York: Michael Friedman Publishing Group, Inc.

ETR Asspcoates (co-ordinator). (1983, Fall). Female reproductive anatomy glossary. *Family Life Educator*, 2, p 30.

ETR Associates (co-ordinator). (1983, Fall). Male reproductive anatomy glossary. *Family Life Educator*, 2, p 28.

Goodman, D. (1985). *Straight talk*. Planned Parenthood Association of Oklahoma City.

Gordon, S., & Gordon, J. (1977). *Did the sun shine before you were born*? Syracuse, N.Y.: Ed-U Press.

Gordon, S. (1974). *Girls are girls and boys are boys so what's the difference?*. The John Day Company.

Green, D.L. *A guide for parents*. Santa Cruz, CA: Network Publications.

Hofstein, S. (1972). *Talking to preteenagers about sex*. Public Affairs Pamphlet No. 476. New York: Public Affairs Pamphlets.

Hymes, J. L. (1985). *How to tell your child about sex*. Public Affairs Pamphlet No. 149. New York: Public Affairs Pamphlets.

Mayle, P. (1975). *What's happening to me?*. Secaucus, N.J.: Lyle Stuart Inc.

Mayle, P. (1973). *Where did I come from?*. Secaucus, N.J.: Lyle Stuart Inc.

Network Publications. (1989). *Into Adolescence: Communicating Emotions*. Santa Cruz, CA.

SIECUS Publications (1989). *How to talk to your children about AIDS*. New York.

SIECUS Publications (1983). *Oh, no! what do I do now?* New York.

Simon, S. & Olds, S. (1976). *Helping your child learn right from wrong*. New York: Simon and Schuster.

Stang, L. (1989/90, Winter). Talking with your teenager about sexual responsibility. *Family Life Educator*. pp. 9-11.

RAJ Publication (1981). *Starting early experience: A parent's guide to early childhood sex education*. Denver, Colorado.

Planned Parenthood Center of Syracuse, Inc (1989). *Sex education at home*. Syracuse, New York.

Widoff, M. (1990). *There's no place like home For sex education*. (A series of reproducible parent newsletters for preschool through grade 12. Complete set, $45.00) Planned Parenthood of Lane County, 134 East 13th Avenue, Eugene, OR. 97401.

Zolotow, W. (1972). *William's doll*. New York: Harper and Row.

Curriculum Guides:

Green, K., Hrnyak, J. & Dean, S. (1982). *A sexual learning curriculum for parents of young children*. The Cleveland Foundation for Sexual Learning, Inc.

Williams, M. (1986). *Sexuality education in beginning families: Curriculum guide for parent education program*. Tacoma Pierce County Health Department, 3629 South D Street, Tacoma, WS 98408.

Films, Filmstrips and Videos:

Are You Ready for Sex? [Film]. Contact local County Health Department or Educational Service District.

Teenage Father,[Film]. Local Educational Service District.

The Family Talks About Sex, [Film]. Churchill Films. (Contact your local Planned Parenthood Office or Educational Service District.)

(1981) The Pinks and the Blues, [Film]. Available from Portland State University Continuing Education film and video library or your local Educational Service District.

Other:

Family Information Services
12565 Jefferson St. N.E.
Suite 102
Minneapolis, MN 55435
1-800-852-8112

GROUND RULES

1. Everyone has the right to pass on the activities or on answering questions they do not wish to answer. The teacher may also choose not to answer a question.

2. All points of view are worthy of being discussed. There will be no "put downs" of other's views and values.

3. No question is "dumb."

4. When possible, correct terminology will be used. When a student does not know the correct terminology, the known term can be used and the teacher or other students will supply the correct terminology.

5. There will be no talking about classmates' comments outside of class.

6. If a student has a complaint about the class they will go directly to the teacher.

7. It is all right for the class members and the teacher to blush, feel embarrassed or not know the answers to all the questions.

(Adapted from Family Life Education. 1981. ***Teacher Training Manual.*** Santa Cruz, CA: Network Publications.)

HINTS FOR OVERCOMING BARRIERS

Ask for more information.

"I don't understand the meaning of that word. Would you please explain further?"

Restate what you think you heard.

"Are you saying that you mean...?"

Explain what you think happened.

"I feel that you cut me off in mid-sentence."

Tell your feelings.

"I get angry when I am put down for my opinions."

Try to stay calm.

Attacking another person does not help you get your point across.

FLEducator, Spring 1990. Reprinted with permission from "Into Adolescence: Communicating Emotions," *Network Publications*, a division of ETR Associates, 1989, Santa Cruz. For information about more publications, call 1-800-321-4407.

REFLECTIONS

1. What were the messages you received regarding touching your body as a young child? How were these messages given?

2. Were you taught the correct names for your genitals or did your parents make up names for them?

3. Remember how you felt when you first noticed physical changes in your body. Do you recall reactions or comments from family members at the time?

4. How was and is affection demonstrated in your family? What was it like to be touched by family members?

5. How did you learn about your own reproductive anatomy, about sexual intercourse and birth control options? What age were you? Do you think the timing was appropriate? How did you feel about, a) the things you were learning?, b) the way you were learning?

6. How do you think your own parents learned about sexuality? You may want to ask your parents. What effect do you think this has had on their communicating with you about sexuality?

SUMMARY OF SEXUALITY DEVELOPMENT EVENTS IN THE YOUNG CHILD

BIRTH TO ONE YEAR

-Experiencing genital response to stimulation
-Exploring and discovering their bodies, genitals
-Learning a self-concept from interaction with parents

ONE TO TWO YEARS

-Continuing to explore themselves
-Recognizing gender identity with significant persons
-Learning a label for their own gender
-Learning and using terminology for genitals and genital function
-Acquiring sense of right and wrong

TWO TO THREE YEARS

-Awareness of genital differences between genders
-Confirming gender identity
-Imitating parental model

THREE TO FIVE

-Beginning to act out or involve sexual knowledge in play sequences
-Experimenting, through play, with different gender associated roles
-Manipulating genitals frequently, often to relieve stress and tension as well as for pleasure and comfort
-Increasing attachment to the opposite sex parent.

FIVE TO EIGHT

-Interacting more with environment
-Peer influence becoming more significant
-Engaging in more real-task activities with less fantasy play
-Experiencing a higher level of modesty, acknowledging privacy more, and showing a greater sensitivity to sexual issues
-Forming strong attachments to peers of the same gender, feeling ambivalent toward opposite gender and their interests
-Developing social competencies becomes significant

Source: Family Planning Program, Lacoma Pierce County Health Department

CASE STUDIES
FAMILY CENTERED SEXUALITY EDUCATION

Directions: *Work in small groups to prepare a "role rehearsal" which will simulate what might happen in a family if these situations were to occur. Role rehearsal is actually preparing and practicing what you would say in a similar situation. Use the resources available to do research and prepare your presentation. Your task is to determine what information is appropriate for the age of the child and then to demonstrate how the family values would be discussed with the child.*

Ages 0 to 5:

1. You have guests visiting in your home and you find your son, age 4, in the bathroom with your guest's 5-year-old daughter. Your son is obviously very interested in the physical differences between himself and your 5-year-old guest.

2. You find your 5-year-old daughter, two of her friends who are also 5-years-old, and a neighborhood boy playing "doctor." The boy is partially dressed and the other children are examining him like a doctor would do in a physical exam.

3. Your 3 1/2-year-old child asks a guest in your home, who is obviously pregnant, "Why are you so fat?" When you say she has a baby in her uterus your child says, "How did the baby get in there?"

Age 6-9:

1. Your 6-year-old daughter, who has always been very comfortable with her nudity, has suddenly asked that the bathroom door remain closed while she is using the toilet or taking a bath.

2. You observe your 6-year-old son fondling his genitals while he is watching television.

3. Your 8-year-old twins, a boy and a girl, come running into the house and say, "Mrs. Jones (a neighbor) is going to have a baby! How did the baby get into her stomach?"

Age 10-13:

1. Your 10-year-old daughter is beginning to show signs of breast development. She appears to be embarrassed and is always wearing bulky sweatshirts to cover her body.
2. Your 11-year-old son's voice is beginning to change and it gets hoarse and crackles.
3. You find a copy of a "Playboy" magazine in your 12-year-old son's room.
4. Your 12-year-old daughter asks you (her mother) what kind of birth control you use and how it works.

Age 14-16:

1. You and your husband or wife come home from a movie early to find your 15-year-old son watching television with his girlfriend. They have all the lights off and are cuddling on the couch.
2. Your 16-year-old daughter says she has an appointment with your family doctor and she wants to get birth control pills.
3. Your 16-year-old son is dating a girl whose father is a single parent. He frequently goes away for a weekend with his girlfriend, leaving his daughter alone. Your son spends most of the weekend with his girlfriend, coming home very late at night or early in the morning.
4. Your 15-year-old daughter has been dating her boyfriend, a senior, for a year. She is an excellent student and has plans for college. She comes to you and says she just had a pregnancy test which is positive.
5. Your 16-year-old daughter, a junior in high school, has been dating a boy who is a senior. You have observed tension between them recently and you attempt to discuss it with her. She says her boyfriend is pressuring her to become sexually involved and she doesn't want to. He tells her everyone is doing it and if she won't, then he will start dating someone else. She says that remaining a virgin is very important to her but that she is very fond of her boyfriend and is afraid of losing him.
6. Your son, a senior in high school, seems to have lost interest in going to some of the parties at his friend's homes. When questioned about his lack of interest in social activities, he finally admits that he is being pressured to be sexually involved with a girl "to prove he is a man" and he is not interested.

SM-6

Planned Parenthood
Association of Lane County

134 East 13th Avenue, Eugene, Oregon 97401 (503) 344-9411

Communicating With Children About Sex: General Tips

- **Answer questions as they come up.** Don't put them off - your child may not ask again.

- **Listen carefully to all questions.** Make sure you understand what is being asked, and respond directly and honestly.

- **Anticipate your child's questions, then practice your responses ahead of time.** Become familiar with typical sexual questions and behaviors that occur at various ages. This will reduce the chance of being "caught off guard."

- **If you're feeling embarrassed or uncomfortable, say so.** Acknowledging your own discomfort allows your children to acknowledge theirs.

- **Use specific and correct terminology.** Of course, parents and children need a common vocabulary. If your child only knows the slang terms, be sure to translate. Then encourage the use of proper terms.

- **Initiate the conversation.** Use "teachable moments" - everyday, naturally occurring events. Books, news articles, and t.v. shows can be wonderful discussion starters.

- **Be clear about your values.** This doesn't mean "be judgmental." Children want and need to hear the family's values around sexual issues. They also need to know that their opinions and feelings are respected.

- **Be concerned about telling "too little, too late" rather than "too much, too soon."** Provided in an open, honest, and loving manner, information need not cause fear, nor does it encourage experimentation. **Remember: your children are hearing about sex everywhere else. They deserve to hear it from you.**

- **Establish an environment where children feel free to ask questions.** Let them know that you honor their right to be informed about sexuality.

For information and assistance with family sex education, contact Planned Parenthood's education department.

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Male Reproductive Anatomy Glossary

Bladder—the organ that stores urine in males and females.

Circumcision—the surgical removal of the foreskin of penis leaving the glans exposed.

Cowper's Glands—two tiny glands located below the prostate gland which release fluid before ejaculation to neutralize lining of urethra and provide proper pH balance for sperm. Fluid can contain sperm.

Ejaculation—the discharge of semen from the penis.

Epididymis (plural, epididymides)—mass of convoluted tubes at back of the testes where sperm are stored after being manufactured. Epididymis carries sperm to the vas deferens.

Erection—swelling and rising of the penis which occurs when the veins in the penis fill with blood.

Foreskin—the fold of skin covering the head of the penis which can be removed surgically by the procedure called circumcision.

Genitals—(Genitalia)—the sex or reproductive organs of males or females.

Glans Penis—the smooth, rounded head of the penis.

Nocturnal Emission (wet dream)—ejaculation from a male's penis when he is asleep.

Penis—external male organ containing three cylinders which can become engorged with blood to increase its size and fullness. Contains urethral tube.

Prostate Gland—male gland which produces most of the fluid for ejaculation. Located where the seminal vesicles empty into the urethral tube; has muscles to control urination and ejaculation.

Puberty—the stage of life at which a child turns into a young man or woman; when the reproductive organs become functional and secondary sex characteristics develop.

Scrotum—the sac of skin or pouch which contains the testicles.

Semen—the fluid released from the penis at the time of ejaculation; contains sperm and seminal fluid.

Seminal Vesicles—two small glands located underneath and behind bladder which produce some of the fluid to nourish and transport sperm cells during ejaculation. Sperm can be stored here.

Sperm (spermatazoa)—the male sex cell produced in the testes.

Testicles (testes)—two walnut-shaped male organs located in the scrotum which produce the reproductive cells (sperm) and the male hormone, testosterone.

Urethra—the passage in both males and females through which urine is discharged from the body. In the male, the urethra extends from the bladder to the tip of the penis. Semen is ejaculated through the male's urethra, but never at the same time as urine.

Vas Deferens—two tubes with a wire-thin passage which carry sperm cells from the epididymis to the prostrate gland.

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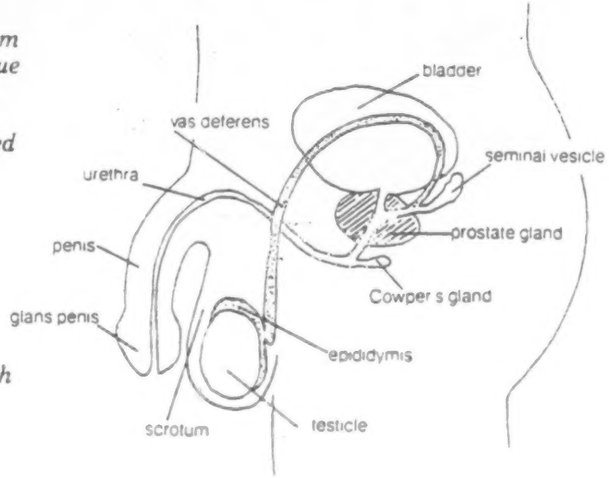
Male Reproductive Anatomy

The actions of several glands and organs ensure that healthy male sperm will meet the female egg. Spongy tissue in the penis swell with blood during erection. Sperm are produced by the testicles, which hang in a pouch called the scrotum. Storage tanks, the epididymides, consist of coiled tubes that the sperm navigate while they mature. Inside the long stem of the vas deferens, sperm are kept in suspended animation. Just before ejaculation, the seminal vesicles, prostate gland and Cowper's gland all contribute substances that nourish sperm and lower the acidity of the vagina.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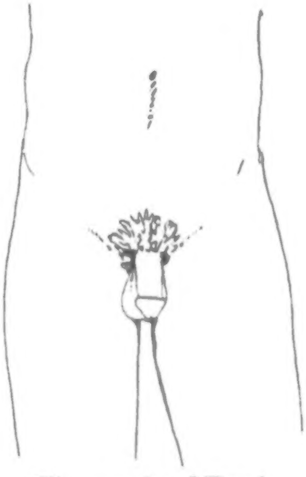
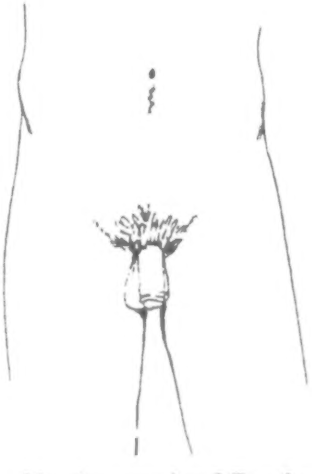


Circumcised Penis
The loose skin that covers the tip of the penis at birth has been taken off.



Uncircumcised Penis
The loose skin that covers the tip of the penis is left in place.

Glossary

Female Reproductive Anatomy

Bladder—the organ that stores urine in males and females.

Breasts—the two milk-producing organs on a woman's chest, known also as *mammary glands.* The breasts contain many sacs which manufacture milk after a woman gives birth. Ducts then carry the milk to the tip of the breast called the *nipple.* The darker pigmented area around the nipple is called the *areola.*

Cervix—the neck of the uterus; the cervical os is the opening of the uterus.

Clitoris—the pea-size organ located just in front of the opening of the urethra; the center of female sexual excitement. The nerve endings in the clitoris are similar to those in the head of the penis (glans penis).

Fallopian Tube—tube which extends from near each ovary to the uterus. The ovum travels through this tube (which is about 4 inches long and the width of a needle) to the uterus. Fertilization takes place here if sperm are present.

Genitals (genitalia)—the sex or reproductive organs of males and females.

Labia—the lips of the genitals. The *labia majora* are the outer, larger lips covered with hair; the *labia minora* are the smaller, inner pair of lips.

Menstruation—the monthly shedding of the lining of the uterus mixed with blood (except during pregnancy).

Mons (mons pubis or mons veneris)—the soft mound that forms the upper end of the female external genitalia.

Ovaries—the two glands that produce egg cells and the female sex hormones, estrogen and progesterone. In a mature woman, the ovaries are about the size and shape of unshelled almonds.

Ovulation—the release, about once a month, of a mature egg from an ovary.

Ovum (pl. ova) or egg—the female reproductive cell produced in and released from the ovaries.

Puberty—the stage of life during which a child turns into a young man or woman; the reproductive organs become functional and secondary sex characteristics develop.

Urethra—the passage in both males and females through which urine is discharged from the bladder. In the female, the urethra is very short; urine exits from an opening located between the clitoris and the vagina.

Uterus—the organ which holds a growing baby during pregnancy. Shaped like an upside-down pear, it consists of layers of muscle and tissue. At the upper end are the fallopian tubes and at the lower end, the cervix. The uterine lining is shed monthly as menstrual flow.

Vagina—passageway between the uterus and the outside of the body. This soft, muscular, usually collapsed tube is 3-4 inches long. Sometimes called the birth canal, it is the passageway through which babies are born and menstrual fluid flows. The penis fits into the vagina during sexual intercourse.

Vulva—the external female sex organs including the labia, the clitoris and the vaginal opening.

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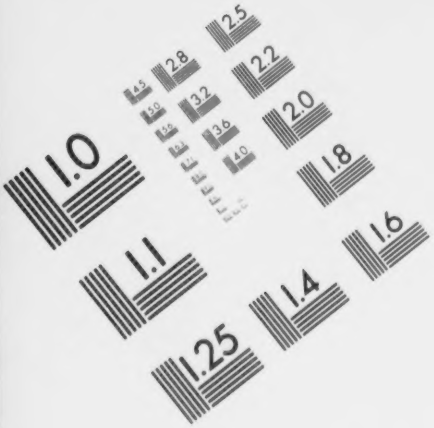

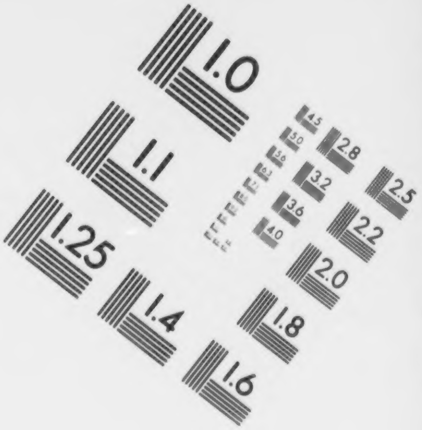

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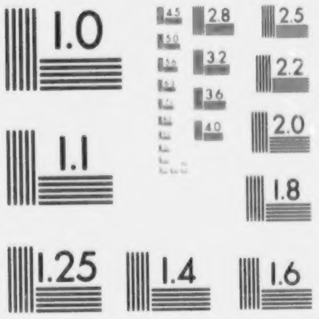
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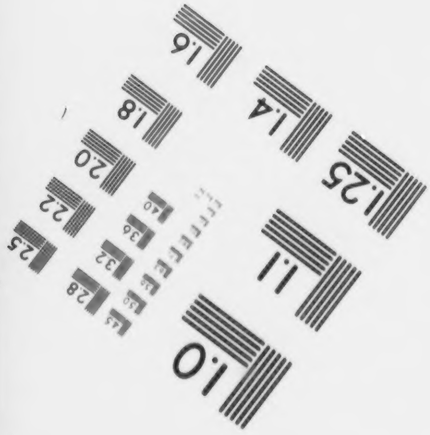

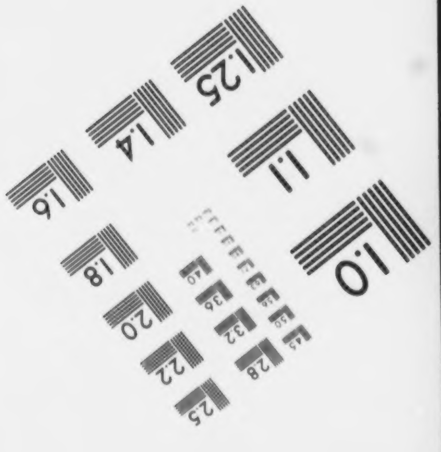

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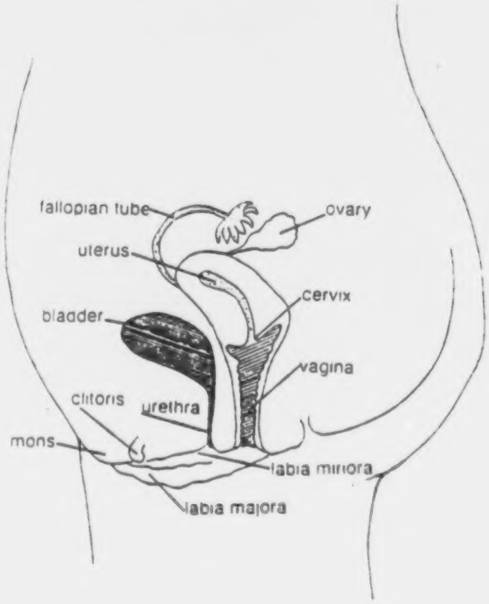
Female Reproductive Anatomy

The internal female reproductive system is complex. The ovaries produce female hormones and ripen egg cells. Leading from the ovaries are two thin ducts called fallopian tubes. Ovulation occurs when an egg is released by one of the ovaries. This egg then enters a fallopian tube and travels toward the uterus. If sperm are present, fertilization takes place in the fallopian tube. During pregnancy, the uterus shelters the fetus and enlarges to accommodate its growth. The narrow end of the uterus is the cervix located at the back of the vagina. The vagina is a muscular tube through which a baby is born and menstrual flow leaves the body.

A woman's external sex organs are called the vulva. Enclosing and protecting the vaginal and urethral openings are folds of tissue resembling lips, called the labia. At the apex of the inner lips is a small bud of tissue called the clitoris.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clitoris
urethra
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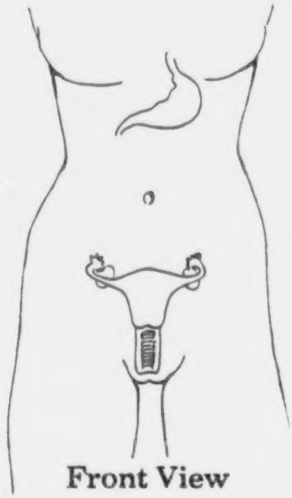
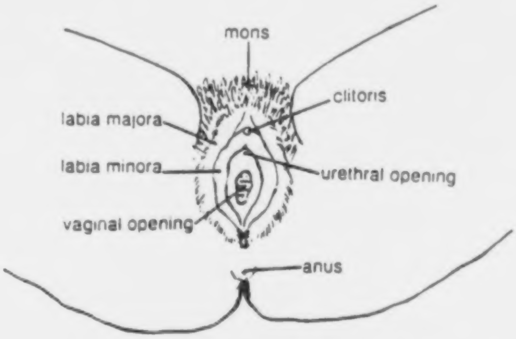
labia minora
labia majora



Front View


mons
clitoris
labia majora
labia minora
urethral opening
vaginal opening
anus

Vulva: External Genitalia

Note: **A Male Reproductive Anatomy Glossary and Male Anatomy Drawings can be found in *Family Life Educator* 2:1 (Fall 1983).**

Talking With Children About AIDS

What They Need to Know...and When

You never thought you would have to talk to your child in such explicit terms. But at this time, there is no vaccine or medicine to prevent or cure AIDS. The only protection you can offer your child is education. Surely you want to offer that.

Pre-school (through age 4)

At this stage, children are intensely interested in body parts, functions, and male/female differences. It's an ideal time to establish an atmosphere that encourages open communication about sexual issues. Demonstrate your willingness to discuss any questions or concerns they may have. Specific to AIDS, tell them that it is a serious disease, and there is little danger that they will get it.

Young Children (5-8)

Young children should understand the importance of personal hygiene in reducing the risk of illness. Explain that:

* Some diseases, like AIDS, can be spread from person to person.

* AIDS is caused by a virus that gets into a person's blood. (Since children need concrete examples, you might say "The virus can spread if a person infected with AIDS virus pokes himself with a needle, and then an uninfected person pokes himself with the *same* needle.")

* People do not catch AIDS through casual contact (hugging, shaking hands, sharing food, sitting next to someone with AIDS).

Leave the door open for further discussion. If they ask about sexual transmission, they deserve **honest, simple, direct** answers!

Pre-teen (9-12)

By this age, children need more detailed information about AIDS and high risk behaviors. They should know all of the above, plus:

* AIDS can be transmitted by sharing IV drug needles.

* The AIDS virus can be found in body fluids such as blood, semen, and vaginal secretions; it can be spread during vaginal and anal intercourse as well as through oral sex.

* People can protect themselves by abstaining from sex and not using IV drugs.

* Condoms help reduce the risk of AIDS for people who are sexually active.

Granted, it's difficult to discuss these issues. Yet consider it an ideal opportunity to express the important values you wish to teach to your children.

Teenagers (13-19)

This is the time when social pressure to experiment with sex and drugs can be strong. Teenagers must know all of the above, plus:

* Abstinence and monogamy are keys to the prevention of AIDS.

- Safer sex practices *must* be used for all sexual relations which are not with a long-term and trusted partner.

- Sex with multiple partners carries high risk of infection with the AIDS virus as well as other sexually transmitted diseases.

- IV drug use is a high risk activity; AIDS can spread through the sharing of hypodermic needles.

Remember: Your children will hear about AIDS, whether you tell them or not. There are a lot of advantages to having *you* tell them. Why not begin today.

Source: Planned Parenthood Association of Lane County. Reprinted by permission.

AFFIRMATIONS

SM-10

Children need to hear positive messages about themselves in order to form good self-esteem, self-image, and sexuality attitudes. Receiving positive messages is important at all ages and understanding levels. Messages are related not only verbally, but also through attitudes, body language, and emotions. Below are some verbal affirmations to pass on to children, starting at birth and continuing through the rest of their lives.

BIRTH TO 6 MONTHS: continuing through	-I love you. -You have the right to be here. -I'm glad you were born. -Your needs are important; I will take care of you. -I'm glad you're a girl (or boy). -You are special just the way you are. -I like to hold you. -I'm glad you are part of our family.
6 MONTHS TO 18 MONTHS: continuing through	-I like you just the way you are. -You have a beautiful body. -You can feel good about your body. -You are a boy (or girl); I'm happy you are. -You are an individual.
18 MONTHS TO 3 YEARS: continuing through	-I'm glad you're growing up. -You can be separate from me. -Your body is good. -Your body is unique. -I'm glad **you** are **you.** -I'm not afraid of your anger. -Your feelings are OK.
3 YEARS TO 6 YEARS:	-You can think what you feel. -You can be "grown-up" and still be cuddled. -You don't have to act mad or sad to get taken care of. -You can **tell me** when you don't want to be touched.

Source: Family Planning Program. Lacoma Pierce County Health Department.

Eight Popular Reasons For Having Intercourse... That no Smart Teenager Would Use

SO WHAT'S WRONG WITH SAYING NO?

Nothing! Lots of people aren't having intercourse because they choose not to. Even if you had intercourse a few times, you can still decide it's not for you.

If you decide you're going to say no to sex for now, make it work. Stay out of situations where it would be hard to say no. (No long afternoons alone together when nobody else is home.) And say up front, "That's not for me," to people you date.

Be smart. Be proud of yourself. Save some of the good things in life for later on, when chances for pleasure without regret are so much better. You'll be in good company.

Developed by Children's Home Society of Minnesota; shared with permission.

1. Your partner says that if you don't it means, "You don't love me."

➪ *A person who loves you doesn't push you into doing things you don't feel right about doing. A person who loves you respects your beliefs.*

2. All your friends do it.

➪ *Maybe all your friends just say they do it. Studies show that by age 16, only 20 in 100 girls have had intercourse even once. By age 20, 66 in 100 girls have had intercourse. LOTS OF GIRLS DON'T HAVE INTERCOURSE.*

3. It proves you're grown up.

➪ *What proves you're grown up is deciding what you believe is right and sticking to your beliefs.*

4. You're just curious.

➪ *Curiosity is a pretty poor reason to pretend you care about another person just so you can try out intercourse.*

5. You want to lose your virginity -- get it over with.

➪ *Think about what that attitude says about how much you respect your own body!*

6. You want to sound "in the know" like everybody else.

➪ *Most people who sound "in the know" aren't. Read Reason 2 again. It makes more sense to (1) tell the truth, or (2) keep quiet. (Most people think you know more than you're telling when you keep quiet.)*

7. You "owe it" to a date who buys you a nice dinner or takes you to a nice place.

➪ *Return the favor! Next time, you pick up the check at one of those nice places.*

8. You won't get any dates if you don't.

➪ *You might not get any dates with people who only want to use your body, but who needs that?*

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To Have Or Not Have Sex–That Is The Question!

It is difficult to decide whether the time is right for you and your partner to have sex. There are so many decisions to make in this important matter. Here are some questions that may help you decide about responsible sex in your relationship.

- **Who am I doing this for? Am I doing this for myself or for my partner? Am I doing this to prove that I am an adult?**
- **Am I feeling pressured to have sex? Is my partner pressuring me? If not him/her, where are those pressures coming from?**
- **How do I feel about my partner? Do I really love him/her? Do I respect him/her? Do I trust him/her? Could our relationship survive if we decided not to have sex at this time?**
- **What are my religious and moral values about sex before marriage? How will I feel if I go against my beliefs?**
- **Have we talked about this decision? Do I really know what my partner is thinking? Does my partner know what I'm thinking?**
- **What method(s) of birth control will we use?**
- **How will I protect myself against STD's?**
- **Do I really want to take the risk of getting pregnant? What if I get pregnant? Will my partner take the responsibility along with me?**
- **What will happen if my parents find out? How will they feel? How would I feel about their knowing?**
- **Am I being honest with myself? Are we really ready for this in our relationship? Am I trying to make this relationship more serious than it really is?**
- **Will I feel good about this decision tomorrow? in a month? in a year?**

Think about these questions. Talk them over with your partner. Think. Take your time. Talk some more. Be sure you know what is right for YOU now!!

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Author: Ginny Karbowski.

For Teachers and Discussion Leaders

A Factsheet on Abstinence

Delaying sexual intercourse can be advantageous for several reasons. You can use the following information to present the advantages of abstinence to teens within the context of a discussion on birth control or love relationships.

Facts

The majority of teens in the United States practice abstinence.

57% of males and 69% of females under 17 have never had intercourse. (Haas)

6 out of 10 males and 8 out of 10 females under age 16 have never had intercourse. (Norman)

40% of women polled wish they had delayed having sexual intercourse. 14% of men feel the same. (Sorenson)

Good Reasons to Choose Abstinence

Medical reasons

√Abstinence is the only method of birth control that is 100% effective and 100% free of side effects.

√Abstinence reduces the risk of unwanted pregnancy. ("Reduces" because pregnancy can occur without sexual intercourse if sperm is ejaculated near the entrance to the vagina during heavy petting.)

√Abstinence reduces the risk of contracting herpes, gonorrhea and other sexually transmissible diseases. (STDs can be passed by sexual contact with an infected person through contact of any mucous membranes or saliva.)

√Abstinence reduces the risk of cervical cancer. Cancer researchers are now suggesting a connection between early sexual activity, multiple sexual partners and increased incidence of cervical cancer in women under 25.

Relationship reasons

A couple may find that delaying sexual intercourse contributes in a positive way to their relationship.

√Abstaining may allow a couple time to develop a deeper friendship. They may spend more time talking, building mutual interests, sharing their good times with other friends and establishing an intimacy that is other than sexual.

√Abstaining can be a test of love. Counter to the old line "you would if you loved me," abstinence can allow time to test the endurance of love beyond the first attraction and before having sexual intercourse.

√Abstaining may contribute to teaching people to be better lovers; to explore a wide range of ways to express love and sexual feelings.

Personal reasons

√Abstinence can be a sign of real emotional maturity and integrity. Many young women and men report feeling pressured into having sexual intercourse before they are ready. It requires maturity and honesty to be able to resist the pressure of someone you love in order to make a decision that is consistent with personal values and needs.

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Developed by the Education Department, Planned Parenthood of Santa Cruz County, Santa Cruz, CA.

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CARRIE AND FIDEL
DEALING WITH AN UNPLANNED PREGNANCY

Directions: *Read the story below and answer the questions which follow.*

Carrie and Fidel are high school juniors who have been dating for six months. They have learned that Carrie is pregnant. They feel unsure about the best decision for them but realize they need to decide soon.

In our society, there are four options available to Carrie and Fidel:

1. *Get married and have the baby.*
2. *Have a baby without marriage.*
3. *Relinquish the baby for adoption.*
4. *Terminate the pregnancy by abortion.*

A. Keeping your values and religious/moral/cultural beliefs in mind, how do you feel about each option for Carrie and Fidel?

1. I think marriage would be:

2. I think being a single parent would be:

3. I think adoption would be:

4. I think abortion would be:

B. What practical considerations complicate each question for Carrie and Fidel?

1. Marriage:

2. Single parenting:

3. Adoption:

4. Abortion:

C. Where and to whom should Carrie and Fidel go for help in making their decision? (Parents or guardian, extended family member, trusted teacher, neighbor, pastor, priest or rabbi).

Adapted from Abbey-Harris, N. (1983). ***Family Life Education: Homework for Parents and Teens.*** Santa Cruz, CA: Network Publications.

MEDIA MESSAGES

SM-15

Collect samples of observations of media messages that our society sends children and young adults.

1. As you watch television, observe and note the following:

How is the hero or heroine portrayed?	***What does it mean to male or female?***
Show #1 (Show's name)____________________	____________________________
Show #2 (Show's name)____________________	____________________________

2. What messages are the commercials giving to the viewers?

Why use this product:

Commercial #1:____

Commercial #2:____

What does it mean to be male or female?

Commercial #1:____

Commercial #2:____

3. Clip some pictures, ads, title of articles, or cartoons from newspapers and magazines that send sexual messages to the reader. Bring them to class. These will be used to develop some collages or posters to summarize some of the ideas discussed in class.

Adapted from ***A Sexual Learning Curriculum for Parents of Young Children....***

3. Promoting Healthy Parent-Child Relationships

- Communication Across the Life Span .... pg 281
- Discipline and Guidance .... pg 309
- Families and Crisis .... pg 339
- Influence of Power in Parent-Child Relationships .... pg 401
- Basic Human Needs and Safety .... pg 415

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships.

RELATED CONCERN:

Communication across the Life-Span.

DESIRED RESULTS FOR LEARNERS:

Students will understand how to build satisfying, nurturing relationships through effective communication.

LEARNER OUTCOMES: Students will:

1. Explore the desired results in communication that promote satisfying relationships.
2. Become aware of change in communication patterns depending upon the context of the relationship and experience.
3. Analyze the consequences of ineffective communication.
4. Consider a variety of approaches to improving communication patterns in significant relationships.

SUPPORTING CONCEPTS:

A. Importance of Communication

B. Constructive Communication

C. Non-verbal Communication

D. Open Communication

E. Communication Skills

BACKGROUND INFORMATION:

We live in an evolutionary time for the family. The functions of the traditional family have either disappeared or become secondary and we haven't yet integrated new norms and rules for new family functions. Historically, the family has five major functions:

1. To achieve economic survival
2. To provide protection
3. To pass on the religious faith
4. To educate its young
5. To confer status

Curran (1983) states that:

> When it became obvious in the first part of this century that the long recognized family functions were changing, there were dire predictions that the family as a unit would disappear. Obviously, that did not happen. Rather, the family simply developed new functions which we are belatedly and painfully recognizing as fundamental to family life today. These functions are all related. We marry so we can love and be loved, not to feed and be fed. We join together in search for intimacy, not protection. We have children so that we can give and be given to, care and be cared about, and to share the joys of connecting with posterity, not for old-age bread and bed.

In the book **Traits of a Healthy Family** (1983), Curran identified the primary traits of a healthy family as communication and listening. These traits weren't even considered important marital traits a generation ago. She identified eight hallmarks of the family that is able to communicate and listen:

1. The family exhibits an unusual relationship between parents.
2. The family has control over television.
3. The family listens and responds.
4. The family recognizes nonverbal messages.
5. The family encourages individual feelings and independent thinking.
6. The family recognizes turn-off words and put-down phrases.
7. The family interrupts, but equally.
8. The family develops a pattern of reconciliation.

Communication is the largest single factor determining what kinds of relationships people have with others. Satir (1988), author of *The New Peoplemaking*, emphasizes the importance of communication in the following statement: *"I see communication as a huge umbrella that covers and affects all that goes on between human beings. Once a human being has arrived on this earth, communication is the largest* *single factor determining what kinds of relationships he makes with others and what happens to him in the world about him."* Poor communication is learned and effective communication skills can be learned. Each of us interprets words and behaviors differently. The meaning any word, action, or other nonverbal signal has is dependent upon our own thoughts, attitudes, feelings, knowledge, and experience. The communication process becomes more complex because we each communicate within our own "frame of reference," which is the sum total of a person's experiences and knowledge. There is always communication. Even though they do not speak, people are communicating with others. Some type of message always gets through. Children, because of their lack of verbal skills, frequently communicate through their behavior.

Destructive communication patterns are those that cause people to feel judged or blamed and unworthy. Constructive communication patterns are those that accept individual differences, that promote feelings of self-worth, and help people talk and express their feelings.

Many times families have their own rules for communication (generally unspoken rules) that prohibit family members from expressing certain feelings, needs, or awarenesses. Children learn these rules regarding what can and cannot be talked about from their parents. These rules eventually become unconscious inhibitors that prevent people from sharing important parts of their experiences. Some examples of unhealthy rules that distort communication are:

It is wrong to:

1. Ask for help
2. Talk about hopes and dreams
3. Express anger
4. Ask for emotional support
5. Show that you've been hurt
6. Voice disagreement or bring conflicts into the open
7. Express fear
8. Show affection
9. Ask for attention
10. Directly express your anger

To survive in a family, children have to follow rules. The rules eventually drop out of the conscious level and become a hidden influence on communication.

For parents and other caregivers, it is important to recognize that there is a direct connection between how children feel and how they behave, and that when children feel right, they will behave in an acceptable manner. Steady denial of feelings can confuse and upset children. It teaches them not to trust their feelings.

When parents and other adults talk to children, they frequently do not know how to handle the feelings children express. So, they respond in ways that block further communication. Some examples of these behaviors are:

Judging: "That's where you're wrong."
"You're too emotional."

These parents are interested in proving that they are always right and that the child is always wrong.

Advising: "Try asking Jack over here to play."
"Why don't you do your math first, when you're fresh."

These parents demonstrate that they have accumulated most of the answers and try to show how superior they are.

Placating: "Right, right, you'll feel better tomorrow."
"Uh huh, these things happen."

The placator is always trying to please, never disagreeing, no matter what.

Blamer: "You never do anything right."
"What is the matter with you?!"

The blamer is the fault finder and seems to always be saying, "If it weren't for you, everything would be alright!"

Mind Reading: "He's just jealous of his sister."
"You are doing this to spite me."

Communication patterns in relationships can be changed to become more open and understanding. Communication that is open and honest can be risk-taking since you open yourself up to others by telling what you are feeling. It also has its benefits, because as people learn to communicate verbally and nonverbally, they learn to know themselves better. Communication can help build relationships which satisfy and grow as people learn to trust themselves and others in the process.

The idea of mutual respect is at the basis of effective communication. "Mutual respect" means that children and adults allow each other to express their beliefs and feelings honestly, without fear of rejection. Developing mutual respect will take some work if families or individuals have lived with lots of judging and blaming.

Active or reflective listening involves listening to the feelings behind the words of another speaker. This can be very hard. When most people listen, they listen only to the words that are being spoken. Becoming an effective listener requires concentration. It involves establishing eye contact and a posture which says, "I'm listening." Sometimes good listening requires us to be silent and sometimes it requires us to respond. The communication process is always non-verbal as well as verbal. Our actions, facial expressions, and tone of voice communicate whether or not we are listening. We can communicate non-verbally through a smile, a frown, or a pat on the back. Active listening can be called "listening between the lines." The listener can ask themself, "What is she or he really trying to say?" "What is she or he feeling?" People can respond with either closed or open responses. A closed response is one which indicated that the listener has neither heard nor understood what was said and tends to cut off communication. An open response is one which indicates that the listener has heard what the other person has said and reflects the speaker's message in a way that clearly indicated the listener has heard the feelings between the words.

One of the most destructive kinds of communication results in blaming and accusing other people. This kind of message is known as a "you message." "You messages" are common in all types of relationships, but are probably used most often in families. "You messages" are accusing and blaming and convey criticism of the person receiving the message. It suggests they are at fault. The person receiving a "you message" feels unworthy and judged by the other. In an "I message," people simply tell how a situation makes them feel. They tell how the other person's actions seem to them. The "I message" is a statement of fact about the speaker and is not as threatening to others. It is much more harmful to suggest that there is something bad about others because they behaved that way. "I messages" place control for action on the other person. This helps avoid power conflicts. People may choose to continue to do something that you don't like, that hurts you, or that you disapprove of. However, they have done it knowing exactly what you think about them. You trust them to handle the situation well and to respect your needs. You give them a chance to act constructively to build your relationship. By sending messages that tell what you feel, you build intimacy with others. This leads to the kind of strong relationships which give the most satisfaction.

It is best to focus on the consequences the behavior creates rather than on the behavior itself. An "I message" generally has three parts. It can be constructed by following these steps:

1. Describe the undesirable **behavior** (rather than blame). For example: *"When you don't come home on time, it makes me feel..."*

2. State your **feelings** about the consequences the behavior produces for you. For example: *"I get scared..."*

3. State the **consequence**. For example: *"Because I think something might have happened to you,..."*

Brisbane (1988) indicates that techniques for good communication depend somewhat on the child's age. Some general suggestions for young children are:

1. **Get on the child's level.** Sit or kneel so that you are eye to eye, not towering over the child.

2. **Be simple.** Use words the child can understand. Long complicated sentences are confusing. If you must give a child a long set of instructions, break it into steps and give one direction at a time.

3. **Be clear.** Think in terms of the child's point of view. A four-year-old child told to "settle down" will have little idea of what you mean.

4. **Be timely.** Young children shouldn't be expected to remember instructions given to them far in advance. Give directions at the time you want them carried out.

5. **Use action words.** Put them near the beginning of the sentence. "Please pick up your toys" is much easier to understand than a statement like "I need to get this room cleaned up, so wouldn't you like to help me?"

6. **Be positive.** Hearing a constant series of "don'ts" and other negative messages is discouraging. Instead of "How many times do I have to tell you not to slam the door!" try saying, "Please shut the door quietly."

As children get older, they often resist dialogues with their parents. They resent being preached to, talked at, and criticized. They feel that parents talk too much. Parents in turn become frustrated, realizing that everyday language is not adequate for communicating meaningfully with their children. One of the most important things to remember with schoolage children is to **precede** statements of advice or instruction with statements of understanding.

Communication is often difficult to achieve during adolescence. It is difficult for children and parents largely because the adolescent becomes increasingly independent of his or her parents. Ginnott (1969), in his book *Between Parent and Child,* suggests the following strategies for communicating with adolescents:

1. **Don't talk in chapters.** This refers to lecturing rather than sensitive communication.
2. **Don't futurize.** This refers to a parental habit of frequently telling the adolescent he or she will not amount to anything in the future.
3. **Don't violate privacy**. Remind parents that teens need their own space to develop their sense of autonomy and identity.
4. **Don't emulate language and conduct.** Refers to parents who use teenage slang and act in an immature manner. Teens resent this.
5. **Accept teen's restlessness and discontent.** Reminds parents not to pry into their teenager's affairs.

Parents should create an atmosphere in which teenagers feel comfortable about discussing their true feelings and in which parents feel secure about telling the teenager their own feelings as well.

Communication does not stop when grown children move out of the family home. Parents do not stop caring, being concerned, worrying, and thinking about their children. The quality of communication between parents and their grown children depends on the patterns that have been established over the years.

TEACHER PREPARATION:

1. Think about your own problems with communication and your efforts to improve communication with others in your family, in close friendships, and in relationships at work. How did you do it? What assistance did you have that might be useful?
2. Reflect on the relationships your students are attempting to develop with others. How could a better understanding of how we communicate improve those relationships at home, school, work, and with friends?

DIRECTED ACTIVITIES:

Supporting Concept A: Communication

1. **"Communication: What is it?":** Have students write down a definition of communication and have them discuss in small groups what is involved when communication takes place. Share the comments from the small groups with the entire class and develop a broad definition of communication, trying to incorporate all the components they have identified (listening, talking, hearing, seeing, body language, facial expression, voice tone, etc.).

   Have students analyze the following definition of communication from Virginia Satir: *"Communication is to relationships what breathing is to maintaining life."*

   -What does she mean?
   -How do we achieve this? Within this context, is it easier to understand why there is so much pain in human relationships?

   Have students develop their own analogy about communication. Have them write it down or illustrate it in some way and share with the class. Next ask them to think about a relationship that is important to them and then describe how they could develop an ideal communication pattern with this individual or individuals. *(Desired Results, Awareness of Context)*

2. **"Power in Communication"**: Using selections from novels the students are presently reading in their literature classes, have them analyze the communication patterns depicted and suggest ways to improve those patterns. Some suggested novels: Harper Lee's *To Kill a Mockingbird*—incidents with Calpurnia and the children, Jem and Scout; Mark Twain's *Huckleberry Finn*—Chapter 1; and Anne Tyler's *Dinner at the Homesick Restaurant*—the incident on pages 34 to 38. These situations all relate to parent-child or caregiver-child communication in which power plays a part.

   Read one of these excerpts out loud to the class.

   -How did the parent (or caregiver) make the children feel?
   -What do you think they would have liked to say to their parent (or caregiver)?
   -Why do you think the children allowed themselves to be treated this way?
   -Why didn't they speak up to their parent (or caregiver)?
   (Awareness of Context)

   Discuss the role of power in communication patterns. Have students make a list of people or positions that are dominant in our society and how these became dominant. Do the same for subordinate roles. Discuss how people can change roles. Think about different cultures and ethnic backgrounds as you are generating the list.

   -In the previous selection, who is dominant?
   -Who is temporarily subordinate?
   -Who is permanently subordinate?
   -What will change these rules?
   -How might communication be improved?
   -What suggestions would you have which would help improve the communication of the characters?
   (Awareness of Context, Alternative Approaches)

   Ask the students to reflect on their own lives and discuss how power in their relationships affects communication patterns (in the family, in the classroom, in peer relationships, in opposite sex relationships, on the job, etc.).

   -In which situations do they feel less important?
   -How does that affect the communication patterns and the self-esteem of the individuals involved?
   -In which situation do they feel more dominant?
   -Where do children pick up messages about not sharing power?
   -What are the role models they see in the family, and in society in general? Think of some examples on television and the messages that they convey to children on a daily basis.
   (Desired Results, Awareness of Context)

   Students could role play these different situations to demonstrate how interactions change when they are in different situations or in different positions of power or dominance. *(Alternative Approaches, Awareness of Context, Desired Results)*

   They could also reflect on their interactions with children and how they can help children have some power in their lives. One way to do this and also help children develop autonomy is to give the child a choice in decisions that have to be made in their lives. It might seem inconsequential to ask a child whether he wants to wear his blue pants or his red pants, whether he wants a half glass of milk or a whole glass, his toast light or dark. However, to a child, each small choice represents one more opportunity to exert some control over his own life. Ask the students for examples. *(Alternative approaches, Desired Results)*

Supporting Concept B: Constructive Communication

3. **"Identifying Feelings"**: Reproduce the student resource SM-1, "Identifying Children's Feelings" for each student. Use this exercise to help students discuss children's feelings in some typical situations. There are no incorrect answers. Since people have trouble giving labels to their feelings, it might be helpful for the teacher to generate a list of feelings with the students prior to conducting this activity, using SM-2, "Feeling Words." Students may want to work in groups of two to discuss and share personal experiences that may help them better understand what a child might be feeling in each situation.

   Examples of feelings the students might suggest when working on the worksheet are:

1. Glad, happy, relieved
2. Proud, confident, pleased
3. Afraid, fearful, nervous, apprehensive
4. Bored, restless, stumped
5. Inadequate, discouraged, envious
6. Defeated, discouraged, overwhelmed
7. Left behind, abandoned, lonely, jealous
8. Discriminated against, competent, confident
9. Guilty, regretful, sorry, repentant
10. Resentful, defiant, threatened
    (Awareness of Context)

4. **"Listening"**: Using the cartoon SM-3 as a transparency, have students discuss their own experiences of being ignored by adults as young children and their feelings related to that.

   - -Where and when did it occur? (Help them identify some situations where this might have occurred, i.e., in large family gatherings, going shopping with their parents as young children, going to the doctor or dentist, etc.)
   - -What were the circumstances?

   Write on the chalkboard or overhead projector the statement *"Children are to be seen and not heard."*

   - -Where do they think this came from and what was the purpose?
   - -Did they ever find themselves ignoring children in social settings or other situations?
   - -Why do they do it?
   - -What is the message children get when they are not listened to by adults?
   - -What are some ways children may respond to being ignored?
   - -Do different cultures have different norms for listening to or ignoring children? *(Awareness of Context, Consequences of Action)*

   Using the cartoons on listening (SM-4 and SM-5) will help illustrate the effect of not listening on interactions with children.

   To illustrate the importance of listening and how messages can be distorted, play the game "telephone." Have students form a circle with groups of six. Explain that you will be playing a game designed to emphasize how easily communicating with others gets confused and distorted even when those talking to each other are quite sincere. Give one member of the group a short newspaper article to read. It can be about a current event and no longer than one hundred words. Have the person read the article in a whispering voice to the person on his or her left. Then that person is to tell the story as best as they can to the person on their left. The process should proceed until everyone in the circle has done so, except that the last person should say aloud the story they heard from the person on his or her right. Conclude the activity with a discussion using the following questions:

   - -What kinds of changes occurred?
   - -Why do you think they occurred?
   - -How did you feel while doing this?
   - -How did you feel when it was your turn to listen?
   - -How did you feel when it was your turn to relay the information?
   - -What ways can you think of to eliminate this problem? (Morgaine, 1988) *(Awareness of Context, Alternative Approaches)*

Supporting Concept C: Non-Verbal Communication

5. **"The Secret of Little Ned"**: Show the Footsteps video "The Secret of Little Ned." Read and discuss the companion leaflet, "Listening to Your Children." Discuss non-verbal communication.

   - -What kinds of body language and facial expressions have you observed with people in general? How about with your parents?
   - -What kinds of messages do these types of body languages convey to the receiver? *(Consequences of Action)*

6. **"Non-Verbal Messages"**: In order to help students identify some of the messages people give in non-verbal communication, try these exercises:

   a. Divide the class into pairs and have one person stand and the other person sit on the floor in front of him or her. Ask them to carry on a discussion that might be typical of a parent-child interaction. The person standing typifies the parent. Stop after two minutes and have them discuss how it feels to talk in this position.

   b. Have the two people attempt to make hand contact. The one on the floor obviously has to hold his hand and arm up. The one standing has his arm down. Because the adult enjoys a more comfortable position with his arm down, he might find it difficult to realize the discomfort he is inflicting on the child. The child might struggle to get away, and the adult could become irritated at this "negative behavior" when all the child wants is to get comfortable.

c. Have the "parent" and "child" get into the standing and sitting position again and look at each other for 30 seconds. Then break your eye contact and notice how quickly this change in position will give your neck, eyes, shoulders, and back some relief.

Imagine how easy it would be for an adult to interpret this action on the part of a child as disrespectful. On the other hand, the child trying to contact his parent could interpret his glancing away as interference or rejection. It would be natural for the child to tug at his parent for attention. This could annoy the parent to the extent that he would want to punish the child.

-What if the parent responds to the tugging by patting the child on the head?
-Would this be interpreted by the child as comforting?

Demonstrate a variety of different poses, gestures, stances, etc. that people use (such as hands on hips, arms folded across body, different facial expressions).

-What effects do these messages have on the person who receives them?
-Do other people always receive the non-verbal messages in the way the sender intended? If not, what is the effect or consequences of this?

Discuss the body language parents often use with children to get a non-verbal message across. If they are working with children, have them do an observation on the body language people use with children. Why is it used? Also, have them observe the body language of the children with whom they are working. Since children frequently do not have the verbal ability to express their needs and wants, they use a great deal of body language. Students could do an observation on a child they are working with (at school, at home, as a babysitter, etc.) to help them better understand the way children communicate. *(Awareness of Context, Consequences of Action)*

Supporting Concept D: Open Communication

7. **"Open Versus Closed Communication":** Reproduce the article "How Open is Your Family?" (SM-6) for the class. Introduce the topic of openness in a family by asking four students to present the skit from SCENE ONE (SM-7) for the class.

   Discuss how this type of communication feels to various family members. Then read the article as a class. Follow up by having the same students present "Scene Two" (SM-8) to the class. Discuss the change in feeling from "Scene One."

   To help students identify and understand the roles adults sometimes take when communicating with children (such as judging, advising, placating, and blaming), ask students to role play situations between adults and children (this could be themselves in childcare situations), or situations in which they have actually been involved.

   -Why do adults do this? Is it power, control, fear, or a learned behavior?
   -Is it because they don't know any other ways to respond? *(Awareness of Context, Consequences of Action, Alternative Approaches)*

Supporting Concept E: Communication Skills

8. **"Active or Reflective Listening":** Use the transparencies SM-9 to SM-12 to discuss and illustrate active listening to your students. (See Background Information on active or reflective listening.) *(Alternative Approaches, Desired Results)*

9. **"Paraphrases, Perception Checks, Turn-Offs":** Words alone are often unclear. For this reason, it is important for people to clarify and qualify what they say. Likewise, it is important that the sender let the receiver know what is going on inside him or her. If verbal communication is to be reasonably clear, both the sender of a message and the receiver have the responsibility to make it so.

   -How many times do you have trouble getting your point across?

-How often does your message turn out exactly the opposite of what you intended?
-Can you think of an instance when someone misunderstood the "feelings" you were trying to get across?
-How do you feel when people turn you off or tune you out?

Use "Paraphrases, Perception Checks, Turn-Offs" (SM-13) to help students practice their communication with others. *(Alternative Approaches, Desired Results)*

10. **"I Messages":** Discuss with students the effects of blaming statements on others.

-How do you feel when someone blames you for something?
-Why do people blame others?
-Is it habit?
-Do we do it so we don't have to accept responsibility?

Use the transparencies "Talk about Your Feelings" (SM-14 and SM-15) as examples to discuss and illustrate "I messages" in which the sender shares his or her feelings.

A simple procedure or formula is helpful in constructing many "I messages." (See Background Information.) Write the following phrases on the board or on an overhead:

1. *When you*...(state the behavior)
2. *I feel*.....(state the feeling)
3. *Because*....(state the consequence)
   (Dinkmeyer & McKay, 1982)

To help students gain some practice in using "I messages," use the assignment sheet "Communicating with Others" (SM-16) and have them work with partners to develop some "I message" responses in these typical situations. Part of the class discussion could focus on why people might find these difficult to do (not knowing what they are feeling, the awkwardness of a new technique, etc.). *(Alternative Approaches)*

11. **"Age-Related Communication":** Parents need to adapt communication skills to fit the different age levels of their children. Ask students to think of several family situations which might occur at any age level—preschool through the teenage years, (e.g., the child's room is messy, assigned chores have not been done, it's time to turn off the TV). List these on the chalkboard. Divide the class into three groups, one for each of the following age levels:

1. preschool
2. schoolage
3. teenage

Within each group, ask pairs of students to develop a skit depicting a situation. Taking on the role of either parent or child, have students present their skits to the entire class.

-What communication techniques were used by the groups? (Reflective listing? Using "I messages", etc.?)
-How successful was the "parent" in gaining the "child's" cooperation in each situation?
-How was each technique adapted for the different age levels?
-How is communication different if the parent is single? A father? A mother? A step-parent?
-Why are there differences? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

12. **"Between Generations"**: In addition to communication between parents and children at home, parents face communication challenges with their own parents.

Ask students to watch (or prerecord on video tape) a TV show which depict grown children and/or grandparents as members of the cast.

-What communication skills are being used by the grown children?
-What communication skills are being used by the parents and the grandparents?
-Can you identify any non-verbal messages? Active listening? "I messages?" Turn-off phrases?

-Would you describe the communication patterns as open or closed? Why?
-What suggestions could you make which would result in better communication between family members? *(Alternative Approaches, Desired Results)*

13. **"Action Plan":** Have students make their own

personal plan for improving their communication skills. This should include use of the following:

a. Active listening
b. Paraphrasing
c. I messages
d. Responding to non-verbal messages

Ask students to keep a weekly record of their attempts to use each of the above techniques. A suggested format follows:

a. Describe the situation and people involved.
b. State which techniques were tried.
c. Describe how successful/unsuccessful the attempt was.

At the end of each week, assess progress.

a. How many times did I remember to use one of the above techniques?
b. How many times was I successful? How many times was I unsuccessful?
c. What kind of responses did I receive from the persons I was communicating with?
d. What do I need to focus on next week? *(Alternative Approaches, Consequences of Action, Desired Results)*

RESOURCES:

Books and Periodicals:

Brisbane, H.E. (1988). *The developing child: Understanding children and parenting*. Mission Hills, CA: Glencoe.

Curran, D. (1983). *Traits of a healthy family*. Minneapolis: Winston Press, Inc.

Dinkmeyer, D. & McKay, G.D. (1982). *The parent's handbook: Systematic for effective parenting*. Circle Pines, MN: American Guidance Service.

Faber, A. & Mazlish, E. (1982). *How to talk so kids will listen & listen so kids will talk*. New York: Avon Books.

Ginnott, H. (1969). *Between parent and child*. New York: MacMillan.

Harris, L. & Meriam, C. (1979). *Feeling good about feelings*. Palo Alto, CA: Bull Publishing Co.

How open is your family? (1980, April). *Current lifestudies*.

Morgaine, C. (1988). *Process Parenting: Breaking the addictive cycle*. Minneapolis: Minnesota State Department of Human Services Chemical Dependency Program Division.

Sasse, C.R. (1978). *Person to person*. Peoria, IL: Chase A.Bennett Co., Inc.

Satir, V. (1976). *Making contact*. Berkeley, CA: Celestial Arts.

Satir, V. (1988). *The new peoplemaking*. Mountain View, CA: Science and Behavior Books, Inc.

Pamphlets:

Helping children grow: Listening to your children. (EC 1291). January, 1989. OSU Extension Service: Corvallis, Oregon.

Videos:

The secret of little Ned. (Video) Footsteps Parenting Series. Oregon State University Extension Service.*

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*The *Footsteps* video series is being revised during 1990. Check with your local home economics extension agent to see if this one has been replaced by an updated one.

IDENTIFYING CHILDREN'S FEELINGS

SM-1

Read each of the typical messages children send (first column) and write the feelings you think the child might have in the second column. There are no incorrect answers, so think about your own experiences when you were a child and try to remember how you might have felt in this type of situation.

Child Says:	**Child is Feeling:**
Example: "I don't know what is wrong. I can't figure it out. Maybe I should just quit trying."	Stumped Discouraged Tempted to give up
1. "Oh boy, only ten more days until school is out!"	____________________ ____________________
2. "Look, Daddy, I made an airplane with my new tools!"	____________________ ____________________
3. "Will you hold my hand when we go into the nursery school?	____________________ ____________________
4. "I'm not having any fun. I can't think of anything to do."	____________________ ____________________
5. "I'll never be good like Jim. I practice and practice and he is still better than me."	____________________ ____________________ ____________________
6. "My new teacher gives us too much homework. I can never get it all done. What will I do?"	____________________ ____________________ ____________________
7. "All the other kids went to the beach. I don't have anyone to be with."	____________________ ____________________
8. "Jim's parents let him ride his bike to school, but I'm a better rider than Jim."	____________________ ____________________ ____________________
9. "I shouldn't have been so mean to little Jimmy. I guess I was bad."	____________________ ____________________
10. "I want to wear my hair long. It's my hair, isn't it?"	____________________ ____________________

SM-2

FEELING WORDS

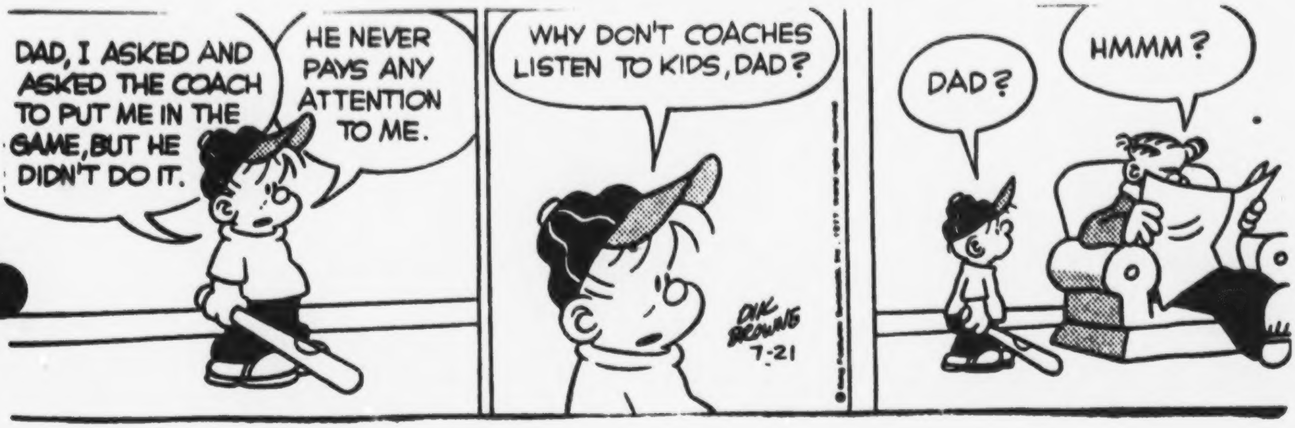
Upset Feelings:

Angry
Anxious
Bored
Disappointed
Embarrassed
Frightened
Guilty
Hurt
Miserable
Put Down
Sad
Unloved

Happy Feelings:

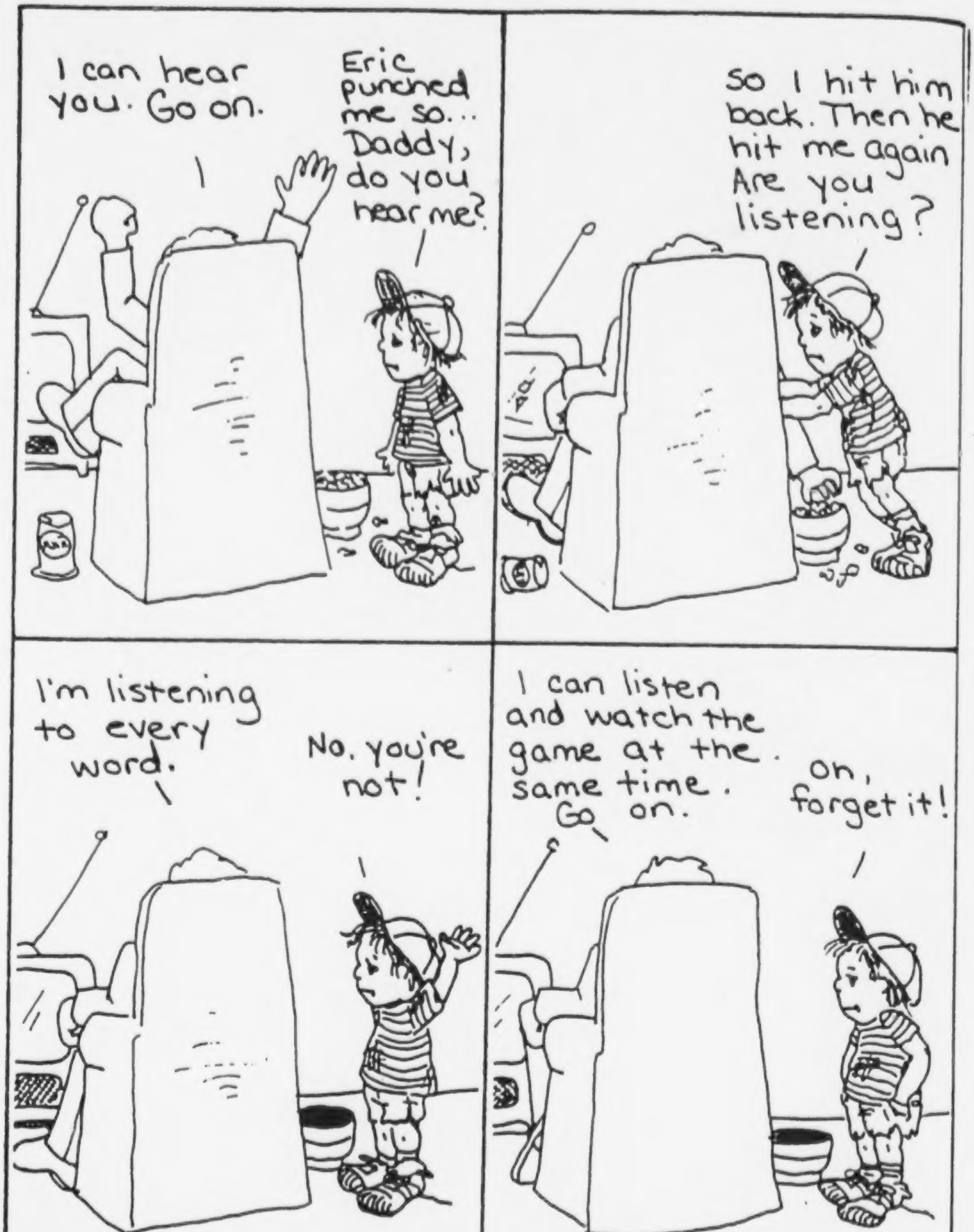
Accepted
Capable
Confident
Excited
Glad
Good
Happy
Proud
Love
Satisfied

PLEASE LISTEN TO ME


DAD, I ASKED AND ASKED THE COACH TO PUT ME IN THE GAME, BUT HE DIDN'T DO IT.
HE NEVER PAYS ANY ATTENTION TO ME.
WHY DON'T COACHES LISTEN TO KIDS, DAD?
DIK BROWNE 7-21
DAD?
HMMM?

SM-4

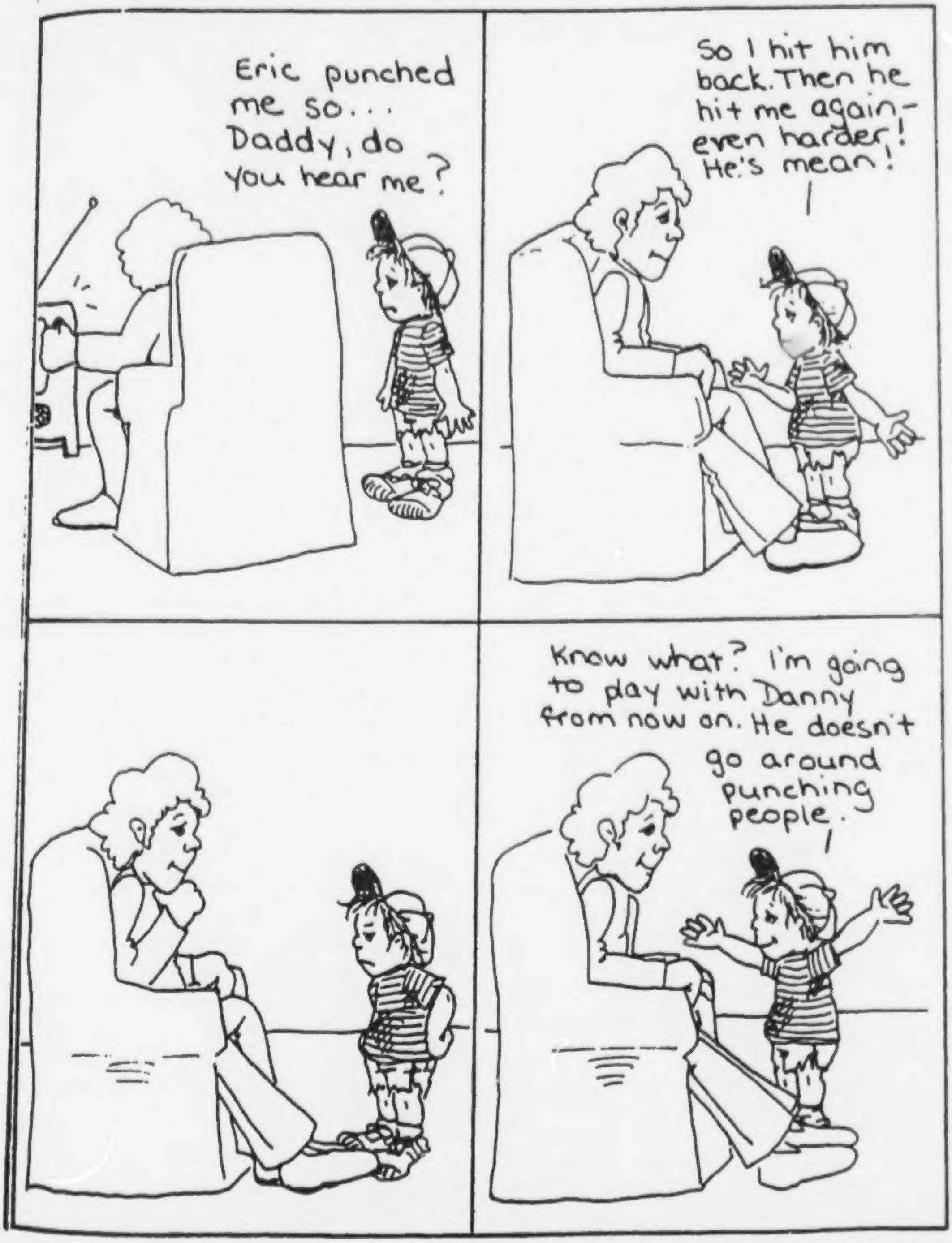
INSTEAD OF HALF-LISTENING


I can hear you. Go on.
Eric punched me so... Daddy, do you hear me?
So I hit him back. Then he hit me again Are you listening?
I'm listening to every word.
No. you're not!
I can listen and watch the game at the same time. Go on.
Oh, forget it!

It can be discouraging to try to get through to someone who gives only lip service to listening.

From: How to Talk so Kids will Listen (1982) by A. Faber and E. Mazlish.

I. LISTEN WITH FULL ATTENTION.


Eric punched me so... Daddy, do you hear me?
So I hit him back. Then he hit me again- even harder! He's mean!
Know what? I'm going to play with Danny from now on. He doesn't go around punching people.

It's much easier to tell your trouble to a parent who is really listening. He doesn't even have to say anything. Often a sympathetic silence is all a child needs.

When psychologists talk about open families, they don't mean ones that forget to lock their doors or ones that live under the stars. An open family is one in which clear communication enables mutual respect and love to grow unbounded.

In this article, you'll see the difference between open and closed families and get the information you need to answer the critical question....

HOW OPEN IS YOUR FAMILY?

(View **SCENE ONE** from the Limitz family.)

The Limitz family is troubled. Instead of boosting and building, they're rushing to step on each other's feelings. The strain between family members is clear, and if you were to spend time with them, you'd most likely feel edgy and tense and smaller than you'd like. In the vocabulary of some psychologists, such families are "closed" rather than "open."

An *open* family? It's easy to spot. Just look for family members who project warmth and caring. If you were to spend time with them (and lots of people probably do), you'd feel happy and good about yourself.

In open, or nurturing families, human feelings are most important, says family therapist and consulting psychologist Virginia Satir. These families, she notes, communicate well, accept change and growth, appreciate individual differences, and tolerate mistakes. As a result, the family members are rewarded with feelings of self-worth.

The key difference between open and closed families, say psychologists, is communication. "The family lives as long as interaction is taking place and dies when it ceases," wrote Ernest Burgess, former University of Chicago professor. Lack of communication is the tip-off to a closed family.

Is the communication in your family open or closed? According to Satir, it's closed if it relies on any of the following patterns that hide true feelings and chip away at self-worth:

Placating is reacting to someone in a way that will keep him or her from getting mad. Kevin is placating when he says, "OK, I'll be home whenever you say," when what he's actually feeling is, "I wish you trusted me enough not to give me a curfew."

Blaming is a power play that's used to show another person you are strong. "You never do anything right," Mr. Davis tells his wife, when what he's really feeling is, "I think I'm a failure and I need your support right now."

Computing is being cool and reasonable rather than allowing yourself to get involved. The computer uses big words to prove self-worth. "Statistics show that teenagers are responsible for a large proportion of fatalities on highways," Steve's mother tells him. What she means is, "It scares me when you drive fast."

Distracting ignores a threat of rejection. Rather than responding to the issue at hand, the distractor says something irrelevant. When her sister tells her, "It makes me angry when you wear my clothes without telling me," Jennifer turns toward the window and remarks, "I think it's going to rain tonight."

Other communication - thwarting tactics of the closed family, include sarcasm, belittling, ridicule, ignoring, and interruption. At its worst, the family shuts down the lines of communication completely.

Ideal communication is *leveling* says Satir - matching what you're feeling on the inside. Leveling communication is real and truthful and doesn't threaten anyone's self-esteem, she says. And it can be applied to every relationship, not just those involving the family.

For family therapist and counseling professor Gay Hendricks, such communication is *straight talk.* He describes the techniques that the open (or "centered," as he calls it) family has mastered:

1. **Sharing experiences:** The family relates actual experiences rather than distraction.

2. **Acknowledgment:** These "uppers" are applied thickly in open families. They include hugs, supportive words, listening, invitations to do things together, and praise.

3. **Telling expectation:** Open families don't assume that family members are mind readers, automatically knowing what is expected of them.

4. **Expressing needs and wants:** Such talk helps families know how to relate.

For healthy family communication, most psychologists offer this prescription: *Talk about your feelings and discuss them in personal terms.* "To leave a significant problem or concern undiscussed is similar to leaving a festered infection untreated. The problem will not go away; on the contrary, like a spreading infection, it will get worse," writes Los Angeles psychologist Dr. Sven Wahlroos.

Dr. Wahlroos also suggests the following checklist of rules for good communication among family members:

-Define what is important and stress it; define what is unimportant and ignore it. Don't be a fault finder who harps on minor inadequacies.

-Recognize the different points of view involved in each situation, then weigh the evidence.

-Remember that actions speak louder than words. Words and actions shouldn't contradict.

-Be tactful. The supreme skill, tactfulness, involves being sincere, open and respectful of the other person's feelings.

-Avoid interactions that lead to predictable outcomes. Watch out for passing the buck, rationalizing, scapegoating and other familiar ways of avoiding dealing with the situation at hand.

Here are some exercises therapists recommend to families (perhaps yours?) that need to brush up on openness. They point out, however, that these techniques work only in families that are agreeable to change. Used without discretion, total honesty and openness can be devastating for some people. The techniques must be applied responsibly.

-Make family statements. Everyone offers three statements that are true about himself or herself and then three more about each other person in the family.

-Conduct a self-worth scenario. Converse as usual during your family dinner, but listen for how each statement affects people's self-esteem.

-Hold a feelings meeting. Everyone says, "I felt __________when __________." No criticism allowed.

-Convene a family council. Any family member can introduce a conflict or concern to the agenda. Talk over how the family can participate in the solutions to problems that affect it.

-Reverse roles. During a conflict, take the other person's point of view. Putting yourself in the other guy's shoes can show you a lot about how that person feels.

-Mirror opposition. When someone criticizes or disagrees with you, restate that persons's feelings in your own words.

-Do a rule rundown. Make a list of the rules operating in your family. As a family, discuss which ones need updating.

No family should be totally without conflict, say some experts. They point out that learning occurs from breaks in communication. Facing some degree of frustration within the family unit is useful preparation for learning to deal with conflict in everyday situations. What's important, they say, is not that family members *never* face frustration or hostility, but that they learn how to grow from the experience when it does occur.

With a little determination and a desire to "open up," families can direct some of their hostility into something positive Revisit the Limitz family now and observe their attempts to achieve openness. We've artificially condensed into one brief scene many of the open-communication techniques mentioned in the article. How many can you identify?

How open is your family? (1980, April) ***Current Lifestudies.***

SCENE ONE

Characters:	Nancy Limitz—16-year-old student Tod Limitz—13-year-old brother Mother and Father—parents of Nancy and Tod

(The scene opens with Nancy sitting on the living room floor amid a clutter of Clapton, Midler, and Who albums. Nancy is turning the volume up on the stereo.)

Mother: (Enters living room, looks at Nancy, then at stack of Nancy's school books, unopened on the table.) You'll never get your homework done that way.

Nancy: (Tossing down an album cover.) Why are you always on my back about studying? Don't you think I can read unless you're holding my hand?

Mother: I'm just helping you, Nancy.

Father: (Poking his head in from the kitchen.) Isn't it dinner time yet? Let's cut this bickering and fill up on fried chicken.

(Curtain)

SCENE TWO

Mother: (Enters living room, sees Nancy listening to records.) We agreed that you would listen to your records from 3:30 to 4:30. It's almost 5:00, Nancy.

Nancy: I'm sorry, Mom. I lost track of time. It's probably because I'm just putting off studying for the math test I have tomorrow.

Mother: I can understand how you might be feeling extra pressure because you want to raise your math grade. But remember that your dad and I don't expect straight A's. We only want you to do your best. It would upset us if you were knocking yourself out for higher grades just because you thought it would please us. We're already proud of the work you do at school.

Nancy: Remember how I told you I wanted to become a veterinarian? I'll need top grades to get into a good school - and I'll for sure need to know math to do well as a vet.

Tod: (Passing through the room). You'll make a great vet, Nance, because you've got the really important qualifications - care and concern for animals. The rest will come to you. You've got the brains and you're a hard worker.

Nancy: Thanks, Tod. You're a terrific confidence-booster, and that's been a big job lately, hasn't it? I mean, I haven't been in the greatest mood recently. I'm sorry if I've been a drag. Maybe I can make it up to you this weekend. How about if I knock your socks off in racquetball on Saturday?

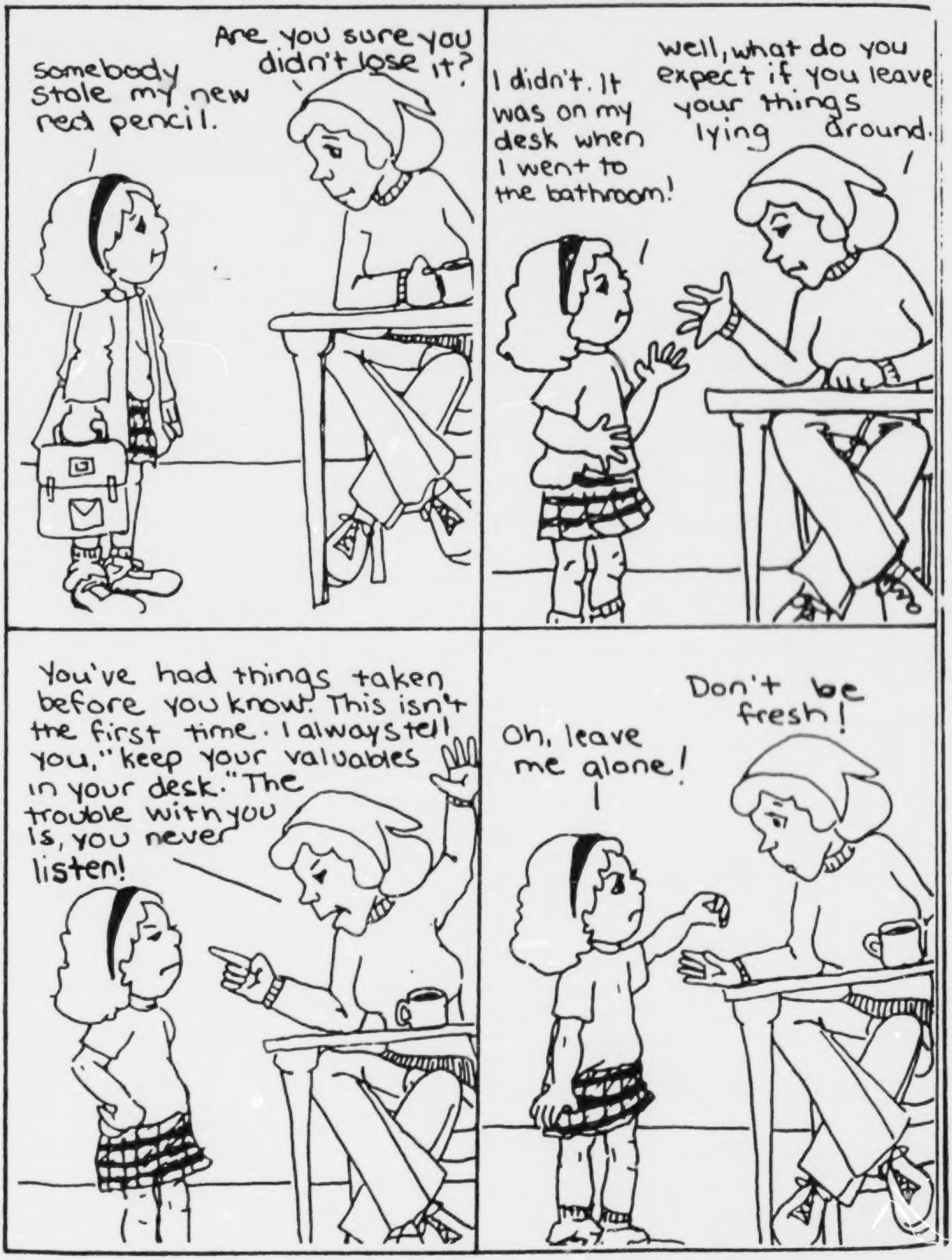
Tod: You're on! I'll start getting into shape now by putting your records away while you go hit the books.

Father: (Sticking his head in from the kitchen.) Hold it, everyone, it's time for dinner. I suggest we use our mealtime together to discuss Nancy's concerns. We can talk about other ways we can help you prepare for your math test, Nance, even if it's just to let you know we're behind you 100 percent. (He hugs Nancy and ushers the family into the kitchen.)

(Curtain, Applause)

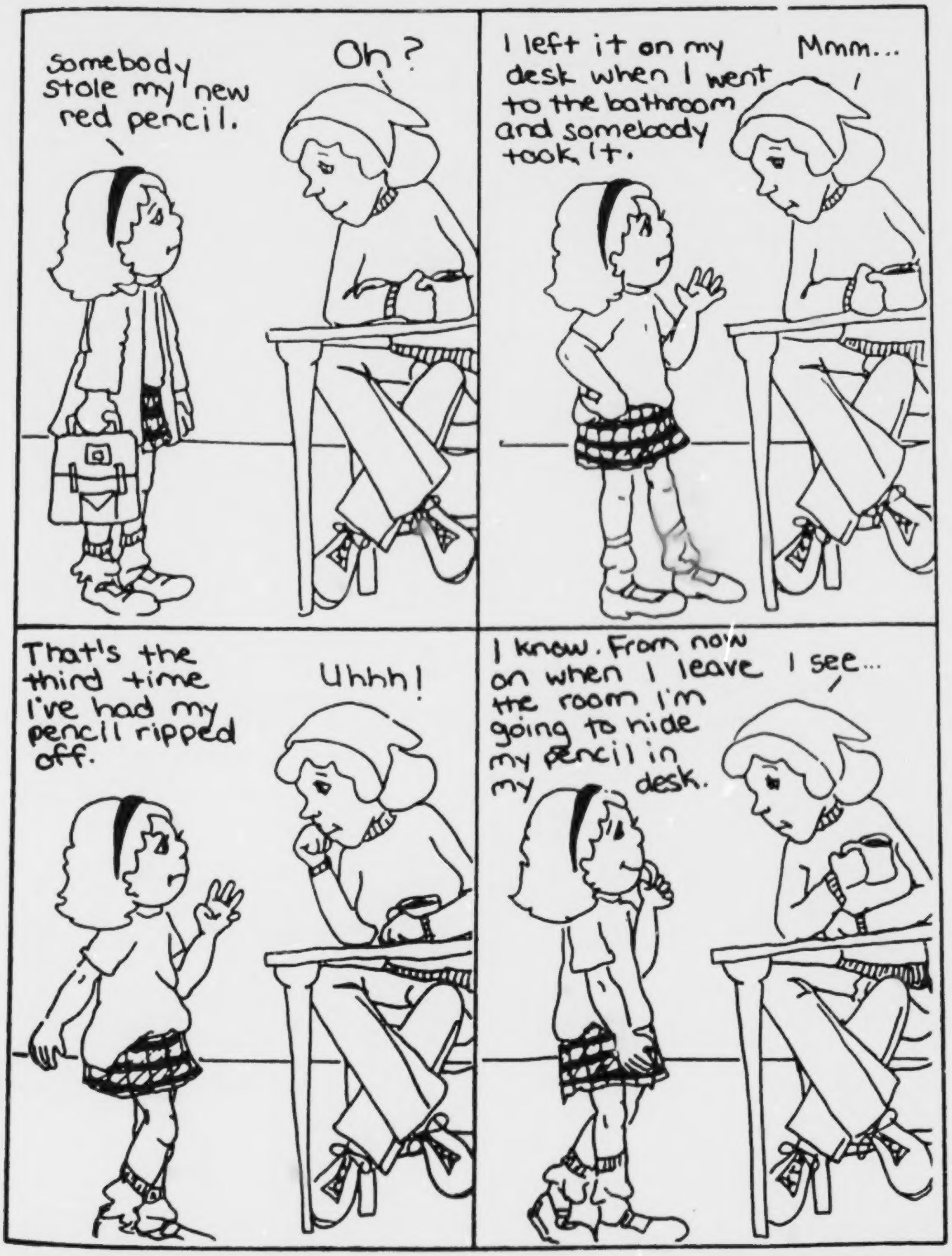
How open is your family? (1980, April). *Current Lifestudies*

INSTEAD OF QUESTIONS AND ADVISE,


Somebody stole my new red pencil.
Are you sure you didn't lose it?
I didn't. It was on my desk when I went to the bathroom!
Well, what do you expect if you leave your things lying around.
You've had things taken before you know. This isn't the first time. I always tell you, "keep your valuables in your desk." The trouble with you is, you never listen!
Oh, leave me alone!
Don't be fresh!

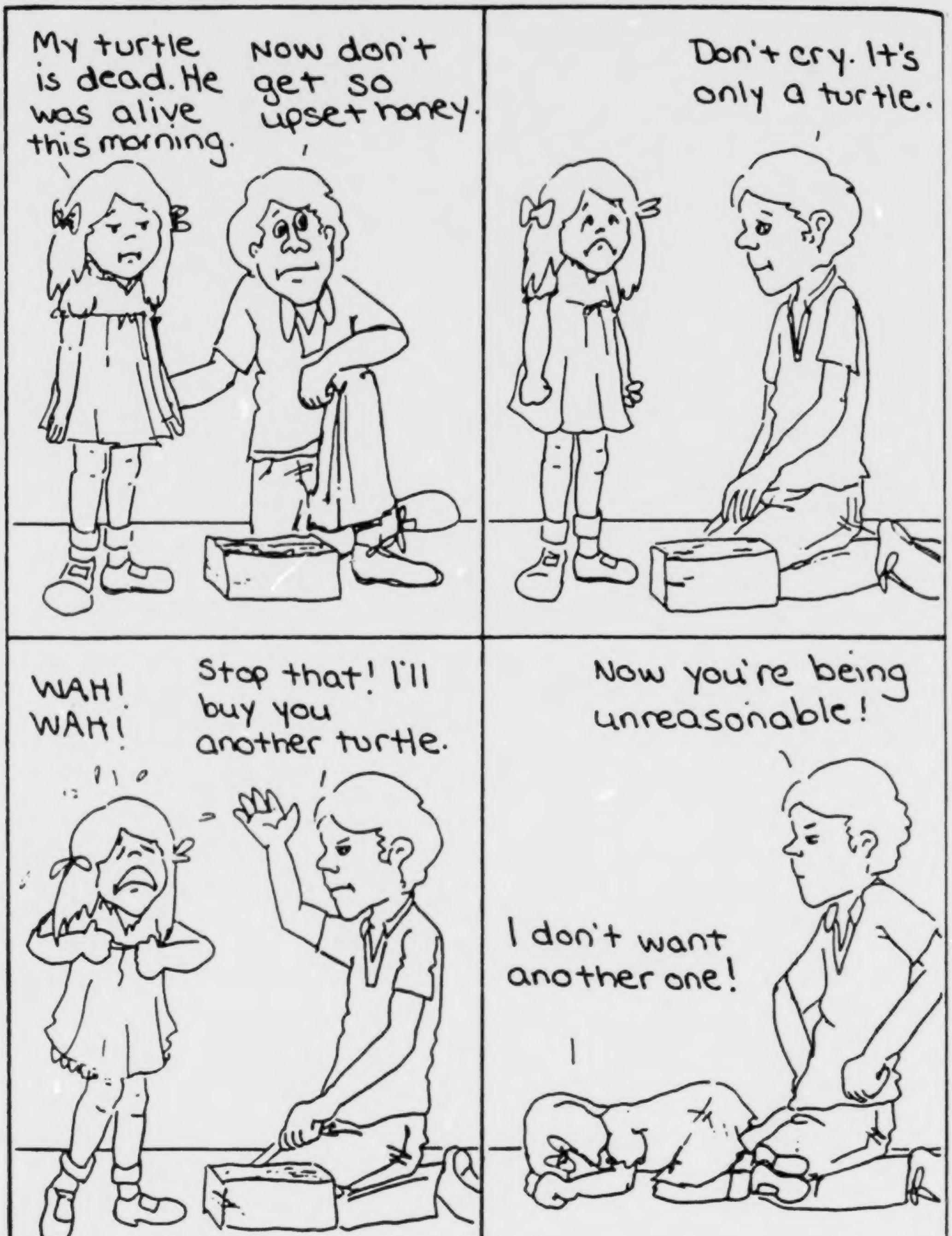
It's hard for a child to think clearly or constructively when someone is questioning, blaming, or advising her.

II. ACKNOWLEDGE WITH A WORD - "OH . . . MMM . . . I SEE."


Somebody stole my new red pencil.
Oh?
I left it on my desk when I went to the bathroom and somebody took it.
Mmm...
That's the third time I've had my pencil ripped off.
Uhhh!
I know. From now on when I leave the room I'm going to hide my pencil in my desk.
I see...

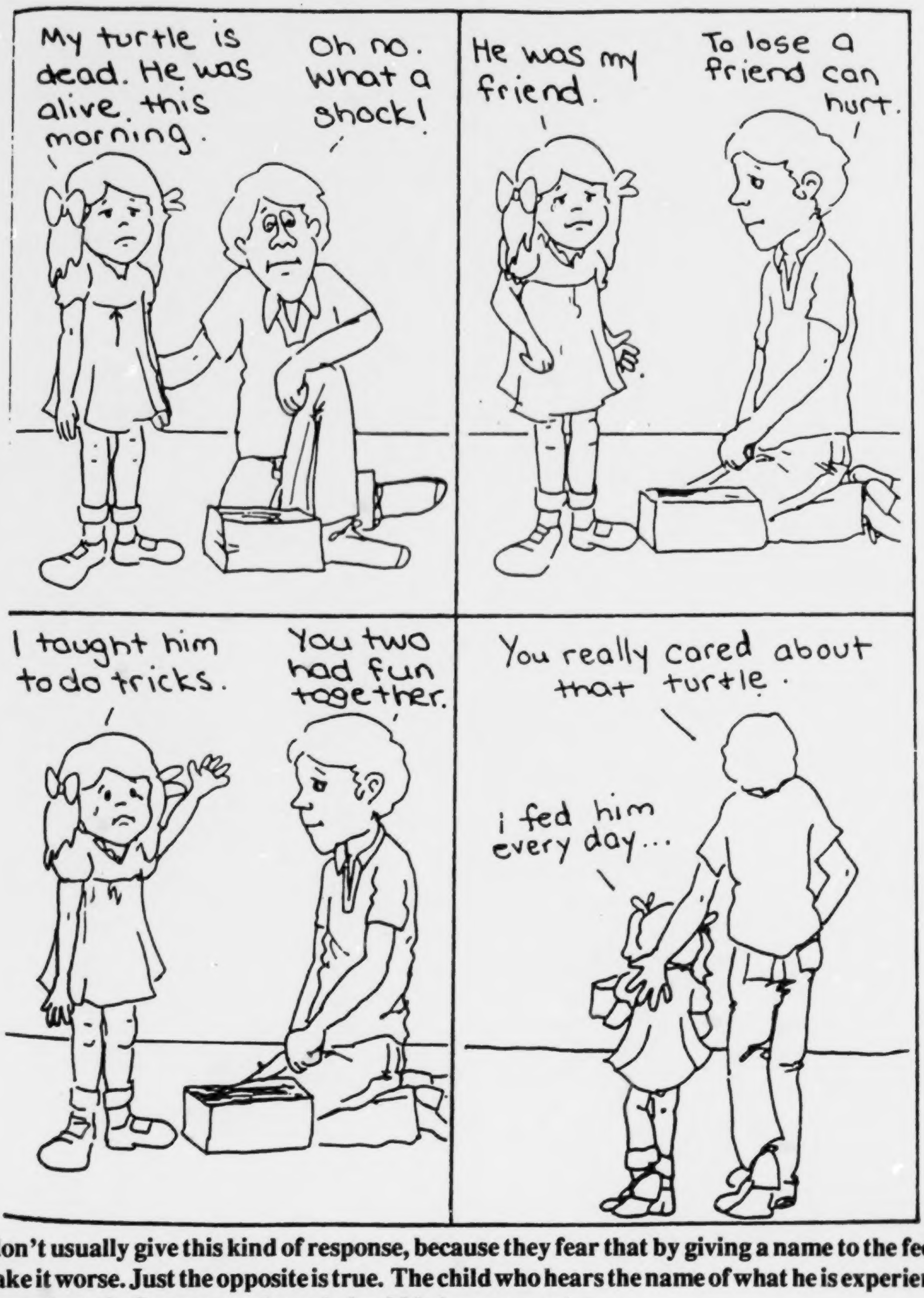
There's a lot of help to be had from a simple "oh . . . umm . . ." or "I see." Words like these, coupled with a caring attitude, are invitations to a child to explore her own thoughts and feelings and possibly come up with her own solutions.

INSTEAD OF DENYING THE FEELING


My turtle is dead. He was alive this morning.
Now don't get so upset honey.
Don't cry. It's only a turtle.
WAH! WAH!
Stop that! I'll buy you another turtle.
Now you're being unreasonable!
I don't want another one!

It's strange. When we urge a child to push a bad feeling away - however kindly - the child only seems to get more upset.

III. GIVE THE FEELING A NAME


My turtle is dead. He was alive this morning.
Oh no. What a shock!
He was my friend.
To lose a friend can hurt.
I taught him to do tricks.
You two had fun together.
You really cared about that turtle.
i fed him every day...

Parents don't usually give this kind of response, because they fear that by giving a name to the feeling, they'll make it worse. Just the opposite is true. The child who hears the name of what he is experiencing is deeply comforted. Someone acknowledged his inner experience.

SM-13 PARAPHRASES, PERCEPTION CHECKS, TURN-OFFS

Three skills will help you improve your communication with everyone. They are:

1. Knowing how to do a **Paraphrase** - letting the other person know what meaning his statement made to you.
2. Knowing how to do a **Perception Check** - learning how to describe accurately what the other person feels.
3. Knowing what **Turn-Offs** and **Tune-Outs** are - learning not to use them and knowing how they hurt other people's feelings as they hurt your own feelings.

Examples:

Statement or Message: *"This problem is much too hard for me."*

Paraphrase: *"Do you mean you would like someone else to do it for you?"*

Perception Check: *"Do you feel like you aren't smart enough to solve it?"*

Turn-Off: *"What else is new?"*

* * * * *

Statement or Message: (Student just before a new school year.) *"I had a terrible year last year."*

Paraphrase: *"Do you mean that your classes were too hard?"*

Perception Check: *"Do you feel like this coming year will be better?"*

Turn-Off: *"Who didn't."*

Assignment:

Following are several statements - for each statement write a paraphrase, a perception check, and a turn-off. Turn-offs and Tune-outs are the most fun of all to write - we use them everyday, like "So what?" "You don't say," "Big deal!" Do we really need to use them?

Statement or Message: (Child to father) *"I don't ever get what I want."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"I don't like my lunch today."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"I don't think today will be very good."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: (Mother to small child) *"That's an interesting drawing."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"I want to talk to you seriously."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: *"You're mean and selfish. I hate you."*

Paraphrase:

Perception Check:

Turn-Off:

Statement or Message: (Child to mother) *"John's mom lets him."*

Paraphrase:

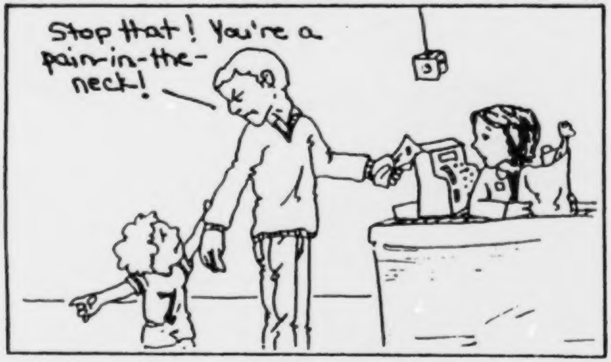
Perception Check:

Turn-off:

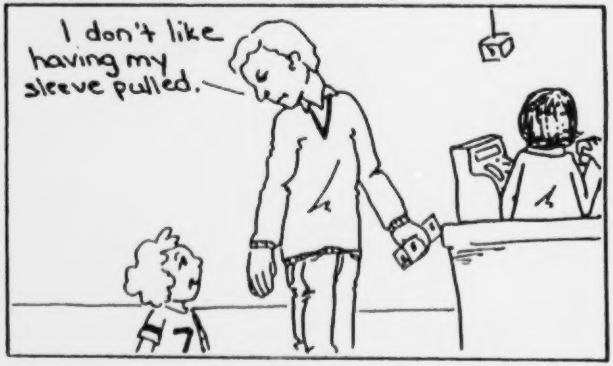
IV. TALK ABOUT YOUR FEELINGS.

Make no comment about the child's character or personality

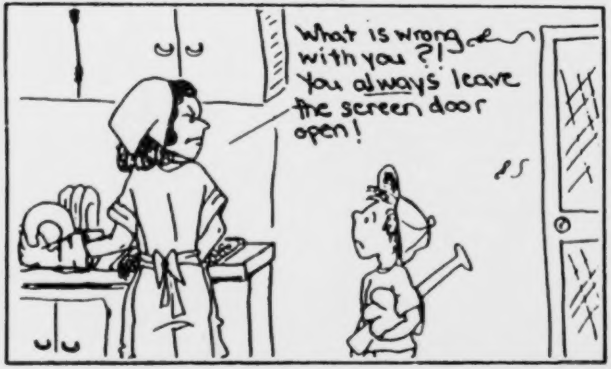
Instead of


Stop that! You're a pain-in-the-neck!
7

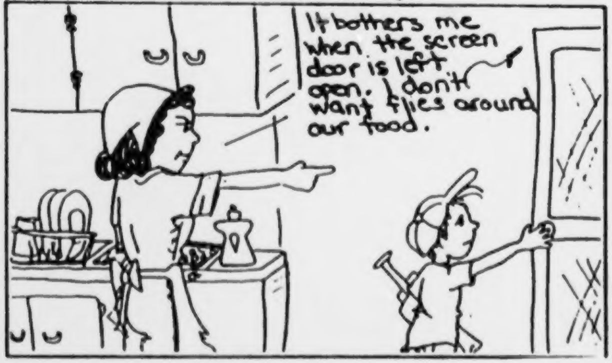
Talk about your feelings


I don't like having my sleeve pulled.
7

Instead of


What is wrong with you?! You always leave the screen door open!

Talk about your feelings

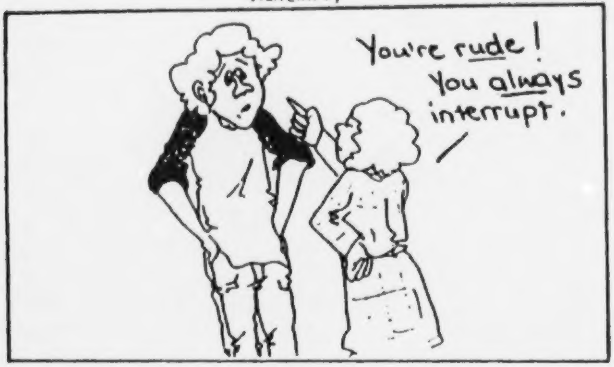

It bothers me when the screen door is left open. I don't want flies around our food.

Children are entitled to hear their parent's honest feelings. By describing what we feel, we can be genuine without being hurtful.

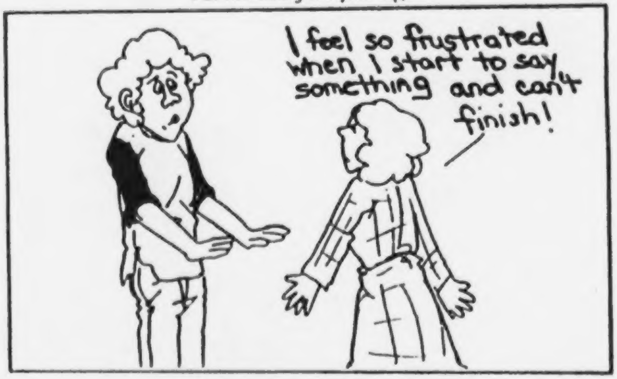
TALK ABOUT YOUR FEELINGS (cont.)

**Notice when parents are being helpful they talk about their feelings only.
They use the word "I" or "I feel . . ."**

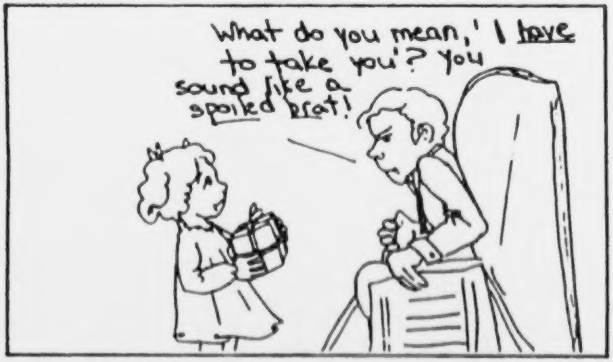
Instead of


You're rude! You always interrupt.

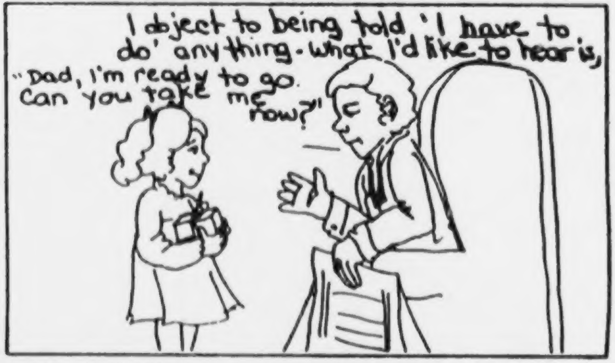
Talk about your feelings


I feel so frustrated when I start to say something and can't finish!

Instead of


What do you mean, 'I have to take you'? You sound like a spoiled brat!

Talk about your feelings


I object to being told 'I have to do' anything. What I'd like to hear is, "Dad, I'm ready to go. Can you take me now?"

It's possible to cooperate with someone who is expressing irritation or anger, as long as you're not being attacked.

COMMUNICATING WITH OTHERS

"I messages" tell how a situation makes you feel. "I messages" are statements of fact about how other people's actions seem to you. Imagine that you have received the following messages. Beneath each one, write an "I message" expressing your feelings.

One of your teachers says, "Your work in my class has really gone downhill the last month or so. What seems to be the problem?"

Your steady date says, "You haven't seemed very friendly lately. Are you tired of going out with me?"

Your best friend's dating partner says, "We really get along well. Maybe we should start seeing more of each other."

One of your parents says to you, "If you're going to live here, you've got to do your chores. You haven't swept the floor in over a week now."

Your mother says, "If you can't get in by 10:00 tonight, don't plan on going out at night for two weeks."

Below are statements many parents use with pre-school or school-age children. Imagine the situation which might have caused each one. Then beneath each one, change the statement to an "I Message."

"Not now. Can't you see I'm busy?"

"You'll just get in the way. Go outside and play."

"The answer is NO! Period! No more discussion."

"You have to clean your room before you can go out."

"You're grounded!"

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

What should be done about Parent-Child Relationships?

RELATED CONCERN:

Discipline and Guidance.

DESIRED RESULTS FOR LEARNERS:

Students will understand the role of discipline and guidance in their own lives and become better able to appropriately guide and discipline young children.

LEARNER OUTCOMES: Students will:

1. Consider the desired results of being disciplined and the benefits to parents, children, and society.
2. Understand that different families, cultures, and ethnic groups may have different behavioral expectations for their children.
3. Understand that individual differences, situations, and circumstances will determine the most effective guidance techniques.
4. Examine some alternative approaches to these desired results.
5. Analyze the consequences of various approaches to developing disciplined individuals.

SUPPORTING CONCEPTS:

A. Discipline

B. Values

C. Socialization

D. Guidance

E. Logical and Natural Consequences

F. Punishment

G. Positive Reinforcement

H. Encouragement

I. Behavior Related to Ages and Stages

BACKGROUND INFORMATION:

The teaching and guidance aspects of parenting are perhaps the greatest concerns that caregivers have in adequately performing their duties. The issue of how to provide adequate and appropriate discipline in guiding children's growth and development is of primary concern to parents and others who care for children. The meaning of discipline is frequently misunderstood and commonly used interchangeably with punishment. Many adults feel uncomfortable with the word discipline because it recalls resentment and frustrations from their childhood.

The term discipline is derived from an old English word and means "to teach or train." Discipline is teaching children the rules people live by and to become socialized into their culture. It is one of the primary roles parents assume in the socialization of their children.

Socialization is a lifelong process and includes helping children learn to control their impulses and to acquire the social skills that will allow them to participate actively and fully in family life, work roles, and interaction with other people. Discipline, therefore, is learning how to live in a social world.

The short term goal of discipline is to control a child's behavior while explaining what is appropriate behavior on a daily basis. However, the long term goal is to teach self-discipline and to help children take responsibility for their own behavior. This goal of self-disciplined individuals helps create a harmonious society. When the important aspects of a child's life and behavior are regulated by others, he or she will see no need to learn to control themself, since others do it for them.

Punishment may restrain a child temporarily but it doesn't teach self-discipline. Punishment may make children obey the orders that are given, but at best it will only teach an obedience to authority, not a self-control which enhances their self-respect.

Discipline is a long term process that gradually leads to a child becoming responsible for his own behavior; he cannot learn self-control before he is mature enough to understand why it is a necessary ability to acquire. Teaching self-discipline requires time, patience, and respect for the individual. The process can begin at a relatively early age, but cannot be stabilized before a child can reason on their own.

Self-control is based on the wish to act on the basis of one's own decisions, arrived at through one's own deliberations.

Children's misbehavior is caused by a variety of reasons. It may mean they are still learning the difference between right and wrong. It could mean they are upset, discouraged, or feeling rejected. It could also mean they are testing the limits or simply "acting their age." Often times what parents classify as "misbehavior" or "problem" behavior is merely an inevitable part of a child's normal development. It is frequently time limited and associated with certain transient periods of behavior.

The Gesell Institute of Human Development has identified a rather distinctive sequence of behavior stages which seem to occur repeatedly as a child matures. In these cycles of behavior, each age level has its own positive aspects but each also brings with it some undesirable behavior. There are some ages when the child seems to be in a stage of equilibrium, both with him or herself and with the people in his or her world. In contrast, there are alternate stages of disequilibrium when he or she appears to be unhappy, confused, or out of sorts (Ilg, Ames & Baker 1981). Being aware of these cycles should help parents choose discipline and guidance techniques appropriate for each age and stage of development. The following table illustrates these age changes:

2	5	10	smooth, untroubled
2 1/2	5 1/2 - 6	11	disturbed, troubled
3	6 1/2	12	well balanced, happy
3 1/2	7	13	emotional instability, drawing inward
4	8	14	expansive, outgoing
4 1/2	9	15	troubled, less outgoing
5	10	16	smooth, stable

(Ilg, et al., p. 14)

It is important, however, for parents to understand that even though children follow a distinctive pattern that flows from one stage to another, they vary at the time in which they reach and leave each stage. Each child grows in his or her own way and progresses according to an individual internal timetable in intellectual, social, physical and emotional steps. Skills that come easily and early to one child may be difficult and come later for another child.

Each family will need to develop its own childrearing values. No one is able to produce a system of discipline and guidance that will work effectively in all families. Personalities, family background, values, and goals will influence the childrearing philosophy and methods adopted in a given family. It is helpful for parents to adopt a consistent plan of action for discipline to operate effectively and function for the benefit of all family members.

A parent will make decisions about their parenting patterns and attitudes based on their own socialization and past experiences. Developmental psychologist, Diana Baumrind of the University of California at Berkeley, has been studying the effects of various methods of discipline since 1960 (Mawhinney and Peters, 1986). She examined the behavior of children from preschool through adolescence at home and in the laboratory. She has investigated parent's childrearing styles by interviewing them and by observing how they interacted with their children in real life situations. In this process she identified three major patterns of childrearing.

The first childrearing style is called ***Authoritarian***—old fashioned strictness. Authoritarian parents follow the "traditional" viewpoint: obedience is viewed as a virtue, and conflicts between child and parent are met with punishment and force. The child is expected to do what the parent says without argument.

The second childrearing style is called ***Authoritative***—sometimes referred to as Democratic. Authoritative parents, like Authoritarian ones, believe in firm enforcement of family rules, but there is a difference: Authoritative parents give their children the reason behind their decisions and permit verbal give and take. They listen to their children's objections and take them into consideration, but the final decision belongs to the parents. The children are encouraged to be independent.

The third type of parenting style is called ***Permissive***. Permissive parents behave in a kind, accepting way toward their children and demand very little of them. Their children are given as much freedom as possible and the parents see their role as helping or serving their children rather than the opposite. Baumrind found few differences in her studies between the children of Authoritarian parents and the children of Permissive parents. Both groups of children were less motivated to achieve and less independent than the children of Authoritarian parents. In contrast, the children of Authoritative parents were responsible, assertive, self-reliant, and friendly (Harris & Leibert, 1984).

Our current ideas of the nature of parent-child relations have evolved over time and are frequently reflective of the changes taking place in society. Societal changes affect changes in the functions of families within society and contemporary goals and expectations of childrearing may be uncertain because of rapid social changes occurring in our culture. A variety of contradictory views about children have given rise to a variety of theories of childrearing and show a wide swing from child-oriented to parent-oriented methods of caregiving. Most current conceptions used by professionals in the area of child development and parent education are based on findings from behavior and social science research. (**Note to Teacher:** An article entitled "Helping Children Learn Self-Control: A Guide to Discipline" (SM-1) may be used as a teacher resource.)

TEACHER PREPARATION:

1. Think about why discipline is important to children. Is it to control the behavior of the moment or to help them become better able to direct their own behavior and lives as they mature? Reflect on your own experiences in relation to discipline. What are your motivations and frustrations?

2. What do you think is the teenager's attitude about discipline? Why do adults take the actions they do in regard to teenage behavior?

DIRECTED ACTIVITIES:

Supporting Concept A: Discipline

1. **"Discipline - What is It?":** To help students clarify their own ideas about the meaning and purpose of discipline, have them each write down a definition of discipline on a 3 x 5 card. (They do not put their names on the cards.) Collect the cards and share some of the definitions with the class. Analyze the definitions and try to find common themes in all of them. Compare their definitions with the dictionary definition of discipline, which includes the elements of instruction and "disciple," (someone who follows the teachings of another).

After this discussion, ask if they believe there are rules developed in the name of discipline or that are unnecessary and ineffective on children.

Ask the students to reflect on rules that have been set by schools when they were in grade school, middle school, and high school, and analyze why they think the school authorities might have set these rules.

-Do they feel they were, or are reasonable?
-How can high school students have a role in setting rules for the school?
-How does a parent know what are appropriate limits for a child?
-What considerations would be involved in limit setting?
-What is the result of a lack of discipline? Give some examples in your school setting.

Have students give some specific examples. Ask them to think about the school setting they are in now and the results when people act in an undisciplined manner.

It would be important to help students see that the purpose of some rules is to protect children from harm and that some rules are set for young children because they do not have the judgement or have not reached a developmental level where they can make all these decisions for themselves. They lack experience to understand the consequences of their actions. The discussion should include strategies for helping children learn self-control. As children mature there will be a need for fewer externally imposed limits as they begin to internalize the standards set for them and become more able to make their own decisions. (Student resources for this activity include the brochure "Helping Children Learn Self-Control: A guide to Discipline" (SM-1), and "Especially for Parents: Disciplining Preschoolers," (Straatman, 1986) an Extension Bulletin. See Resources. *(Desired Results, Consequences of Action)*

Supporting Concepts B, C and D: Values, Socialization, and Guidance

2. **"The Effect of Values on Childrearing Practices":** The following activity will help students think about the behavior they value in people and to understand that goals will not be the same in every family. The specific behaviors of adults, such as the guidance techniques that are used in a family, can shape a child's behavior. Therefore, discipline is a part of the socialization process of young children.

   Introduce this activity by discussing the meaning of values and socialization. Then have students complete assignment sheet SM-2, "What Behavioral Characteristics Do You Value?" and follow with a discussion using the questions on the assignment sheet. Students could work in small groups to discuss why people may rank them differently for each group and why they had different rankings. *(Desired Results, Awareness of Context)*

3. **"We are a Family":** Children may become confused when there are different behavioral expectations within a family. Consistency in childrearing practices results in more security for children. How does a family arrive at some similar expectations? Using assignment sheet SM-3, "We are a Family," have students imagine that they are living as a family and have the responsibility for children. How might they arrive at some common expectations? *(Desired Results, Awareness of Context)*

4. **"Values and Guidance":** To give students practice in thinking through family situations that require action on the part of parents, and to help them make the connection between family values and the kind of discipline and guidance parents may use, have them discuss the situations in assignment sheet SM-4 ("Values and Guidance") in small groups and then share their solution and their rationale with the class. Help students see that there are different approaches to similar situations. Always ask them to think about the effect on the child involved in terms of self-esteem and future behavior. *(Desired Results, Alternative Approaches, Consequences of Action, Awareness of Context)*

5. **"Effective Guidance":** To help students understand and identify ways in which parents and other adults can encourage the desired behavior and attitudes that a family might feel are important, ask them to recall situations that they have observed that involved young children. They could also recall situations that they were a part of as a child where the action the adult took seemed to be effective in producing the desired behavior.

   -What did their parents do that worked with them?
   -Why did it work?
   -What didn't work? Why not?
   -What effects do these behaviors have on how the child feels about himself?

   Use assignment sheet SM-5, "Case Studies," to give students some practice in thinking through how values, expectations, and behavior are related. Have the class work in small groups and suggest ways to handle the typical situations. Discuss as a class and ask students to explain why they chose the action they did and the values that underlie their decisions. As the possible solutions are discussed, have students consider the reason behind the child's behavior.

   -What is the reason behind the child's behavior?
   -What are the child's needs?
   -What effect would the solutions have on the child's self-esteem? On their future behavior?

   An easy response to discipline situations is that "a child just wants attention." Attention is a need for all children and is crucial to a child's development, ability to learn, and to the development of self-esteem. Have students think about a time when they've been told they are just trying to get attention.

   -What do they remember about it?
   -How did they feel?
   -Who decides what is too much attention?

   After a discussion of the possible solutions to these problem situations, as a class categorize the solutions into some common methods or ways to influence behavior. Examples include: communication, ignoring the behavior, providing a model of behavior for the children to observe, etc. *(Awareness of Context, Consequences of Action, Alternative Approaches)*

6. **"Family Circus"**: Using the Family Circus Cartoon (SM-6) as a transparency, ask students to analyze the purpose of Dolly's action. Why is she putting up stars? This could be followed by all students reading the newspaper article, (SM-7) "Parental Discipline Has Pattern" from the *Statesman Journal* (Parental, 1989) and follow with discussion:

   - Where do people learn the techniques they use?
   - What are some other sources of information?
   - How do parents determine what information to use?
   - When have you experienced a "reward" (such as the one in the cartoon) from a teacher or parent?
   - What were your feelings?
   - What is the motivation of the adult for using such a system? Does it work?
   - What are the positive and negative effects of this type of reward system? *(Consequences of Action, Alternative Approaches, Awareness of Context)*

7. **"Child Guidance Techniques"**: Working in small groups, have the students read the Extension bulletin, "Child Guidance Techniques" (Straatman, 1984) and complete the self-test together. (Reproduce a copy of the self-test for each student.) Using role play, ask how tone of voice and body language can change a positive technique into a negative technique.

   Follow this activity by showing the video, "Spare the Rod" from the Footsteps series and have students read the companion pamphlet "Discipline: The Long and Short of It." *(Alternative Approaches, Awareness of Context, Consequences of Action)*

Supporting Concepts E and F: Logical and Natural Consequences, Punishment

8. **"Natural and Logical Consequences"**: Help students compare and contrast the use of natural and logical consequences (Dinkmeyer & McKay, 1982) to more traditional methods of punishment (such as spanking, yelling, withdrawal of attention, intimidation, and bribery). To do this, divide the class into small groups to read a different resource from the list below.

   a. The parent's handbook (Dinkmeyer & McKay, 1982)
   b. "To Spank or Not to Spank" (SM-8)
   c. "Spanking: Where's the Line Between Discipline and Abuse?" (Goodman, 1979) (SM-9)
   d. "Guidance and Discipline: Teaching Young Children Appropriate Behavior" (Clewett, 1988)
   e. "Use the Rod, Spoil the Child" (SM-10)
   f. "Spanking Kids for the Wrong Reasons" (SM-11)

   When students have read their materials, have them complete assignment sheet SM-12, "Methods of Guidance." Follow with a class discussion where students share the information they have gathered as they analyze the effects of more traditional methods in comparison to those with more natural consequences. Students will bring background experiences and emotions to the discussion.

   Have students discuss the attitudes developed in children when their parents use physical punishment such as spanking because "they love them" and the effect of these attitudes on adult relationships, as well as the eventual relationship with their own children.

   The literature in the area of family violence suggests that sometimes there is a fine line between physical punishment in the name of discipline and abuse. Ask students to discuss and identify when physical punishment becomes abusive.

   - What causes this type of abuse to occur?
   - Is there a danger to using physical punishment?
   - How can discipline become emotional abuse?
   - How did unrealistic expectations of children lead to abuse? *(Alternative Approaches, Consequences of Action)*

Supporting Concepts G and H: Positive Reinforcement and Encouragement

9. **"Catch Them Being Good"**: Discuss with students a time when adults let them know their behavior was appreciated (for example, when

they were young being thanked for picking up their toys without being asked or cleaning their room without a parent nagging or reminding them to do it).

Ask students to define the terms positive reinforcement and encouragement, and give examples of each. Discuss the effects on a child's self-esteem and behavior when they are used. How can this type of technique become manipulative?

Reproduce the observation form (SM-13) "Guiding Behavior Observation Form" for each student and ask them to observe in a daycare center, lab school, Sunday School or other situation where they can see children and adults interacting.

After they have completed the observation have them discuss their findings in class.

-Did they see adults using positive reinforcement and encouragement with children?
-What was the effect on the child? *(Alternative Approaches, Consequences of Action)*

Supporting Concept I: Behavior Related to Ages and Stages

10. **"Going Through a Stage"**: An understanding of stages of behavior can help adult caregivers have some control over their own reactions to the child's behavior. By recognizing these behaviors as normal and transitory, parents can avoid setting them up as "mis" behaviors. Have students reflect on their own lives when parents may have said they were "going through a stage." What are some examples of these stages? *(Refusing to share belongings with playmates, using swear words, having an imaginary friend.)* Compile a list on butcher paper or newsprint and save for later use.

    -Why is it important for adult caregivers and/or parents to be aware of normal age-related behavior?
    -What are consequences for children if adults do not understand what to expect from them at certain stages of development?
    -What are the consequences for the parents? For society?

    Resources available for this topic include: "Helping Children Grow: Children's Individuality" ("Helping", 1989); Oregon's Children: Fascinating Preschoolers" Letter 1 ("Oregon, 1983") and "Oregon's Children: Parents are Teachers," Letter 3, page 2, ("Oregon's", 1983) (Awareness of Context, Consequences of Action, Desired Results)

11. **"Stages of Development"**: Show the video, "Behavior Development: 0-6 Years, an Overview." Use the same questions as in Directed Activity 10 and compare answers to these questions after viewing the video. Summarize the information from the video.

    Using SM-14 ("Peaks and Valleys of Equilibrium and Disequilibrium") as a transparency, and SM-15 ("Cycles of Behavior") as a teacher/student resource, lead a class discussion on the Gesell Institute's theory of "Cycles of Behavior." *(Awareness of Context)*

12. **"Individual Differences"**: Ask students to volunteer to share records of their growth and development (baby books) for this assignment. The teacher may need to supplement with her own family's records or those of relatives or friends. In small groups have students compare the individual differences between themselves and others. Chart differences between those of the same sex, opposite sex, and within different age levels as to physical, intellectual, and social development. Discuss possible reasons for variations in the usual pattern of development, e.g., prematurity or low birth weight, ethnic background, etc. Analyze specific situations and predict possible long-range consequences. How might this information help a caregiver or future parent? *(Awareness of Context)*

13. **"Great Expectations"**: Have students complete the poll "Great Expectations" (SM-16). Cite incidents which students have observed when caregivers or parents used discipline techniques they felt were inappropriate to specific age levels, e.g., yelling at or hitting an infant for crying, punishing a one-year-old for dirtying his or her diaper, etc. Compile a list of discipline and/or guidance techniques they have observed parent or caregivers using to control behavior of young children. Discuss whether or not they think these techniques are age-appropriate. Using the list of "stages" in Directed Activity 10, identify alter-

nate methods for handling those problem behaviors.

- What are the consequences of each method? Short term? Long term?
- What are the values underlying the use of specific methods?
- How might the method change if the family structure was a single parent? A step-parent? A grandparent?

If available, view the video, "The Terrific Twos" from the Health on Video series which is available from lending libraries of local hospitals or community health services. Discuss the student's reactions to the expert's advice given in the video. *(Alternative Approaches, Consequences of Action, Desired Results)*

14. **"Application"**: Using the following situations, have students individually explain in writing why they think the child is behaving in this manner and how they would handle each situation. Then have students join together in groups of 3 or 4 and compare their responses. Using the "Practical Reasoning Think Sheet" from the first unit on "How to Introduce Practical Reasoning to Students," assign each group one of the situations in order to consider the *desired results*, analyze the *alternative solutions*, and look at the *consequences of action*. *(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)*

    A. Chelsea is 9 months old, beginning to crawl and pull herself up on furniture. She and her mother are visiting a neighbor. There are breakable items on the coffee table, books and magazines on end tables, and low bookshelves.

    B. Thomas is a 1-year-old and has just begun to drop things on the floor very systematically from his high chair and crib. His parents are becoming exasperated over this behavior.

    C. Jeff is sitting in the living room reading when his 16-month-old daughter, Nicole, comes into the room. Jeff says, "Now remember not to go near the stereo!" Nicole hadn't been thinking of the stereo at all, but she now turns and moves slowly toward it.

    D. Jessica, age 2 1/2, is taken to a day center each day during the week while her parents work. She has begun to bite her older brother when she gets mad at him.

    E. Three-year-old Andrew is in the sandbox and refuses to share the dump truck with Susan, another 3-year-old. There is a tug of war going on.

    F. You hear your 4-year-old brother using "bathroom" words and swear words with the neighborhood children.

    G. Five-year-old Sara is riding a friend's bike without permission.

15. **"Reflection"**: Assign students to write a short paper in response to the following: "What techniques of discipline and guidance do you think will work for you as a parent or caregiver? Give reasons for your statements. *(Alternative Approaches, Desired Results)*

RESOURCES:

Books and Periodicals:

Bettleheim, B. (1985, November). Punishment versus discipline. *The Atlantic*, pp. 51-59.

Bigner, J.J. (1985). *Parent-child relations: An introduction to parenting*. New York: MacMillan Publishing Company.

Brenner, B. (1983). To spank or not to spank. *The Newsletter of Parenting*, pp.214-215

Clewett, A.S. (1988). Guidance and discipline: Teaching young children appropriate behavior. *Young Children*, pp. 26-31.

Dinkmeyer, D. & McKay, G.D. (1982). *The parent's handbook: Systematic training for effective parenting*. Minnesota: American Guidance Service.

Educational Development Center, Inc. (1974). *Family and society: Teacher's guide part one*. Exploring Childhood/Experimental Edition, Cambridge, Mass

Harris, J.R. & Liebert, R.M. (1984). *The child*. Englewood Cliffs, N.J.: Prentice Hall, Inc.

Ilg, F.L., Ames, L.B., and Baker, S.M. (1981) *Child behavior* (revised edition). New York: Harper and Row Publishers, Inc.

Mead, D.E. (1976). *Six approaches to childrearing*. Provo, UT: Brigham Young University Press.

Power, T.G. and Chapieski, L. (1986). Use the rod, spoil the child. *Psychology Today*, p 218.

Spock, B. and Rothenberg, M. (1985). *Dr. Spock's baby and childcare*. New York: Pocket Books.

Stark, E. (1985). Spanking kids for the wrong reasons. *Psychology Today*, p. 219.

Wilson, J.Q. (1983, October). Raising kids. *The Atlantic*, pp.45-55.

Curriculum Guides:

Educational Development Center, Inc. (1974). *Family and society: Teacher's guide part one*. Exploring Childhood/Experimental Edition, Cambridge, Mass

Films, Filmstrips, and Videos:

Behavior Development: 0-6 Years, an Overview. [Film]. Costa Mesa, CA. Franklin Clay Films,

Spare the rod [Film] Footsteps Series, Oregon State University Extension Service. (The Footsteps Video Series in the process of being updated 1990. Check with your local Home Economics Extension Agent for availability.)

The Terrific Twos. [Film] Health on Video Series. Corvallis, Oregon: Good Samaritan Hospital

Other:

Discipline: The long and short of it. Companion pamphlet to Footsteps series. Corvallis, OR: Oregon State University Extension Service.

Gannett News Service. (1989, March 6) Parental discipline has pattern. *Statesman Journal*.

Goodman, E. (1989) Spanking: Where's the line between discipline and abuse? *Eugene Register Guard*.

Helping children grow: Children's individuality (EC 1298). (1989, January). Corvallis, OR: Oregon State University Extension Service.

Honig, A.S. (1987). Love and learn: Discipline for young children. Washington, D.C.: National Association for the Education of Young Children.

National Association for the Education of Children. (1988) Helping children learn self-control: A guide to discipline. Child Care Information Service Parents-As-Partners Series. Washington, D.C.

Oregon's children - Letters for parents of preschoolers. (1983). Letter 1: Fascinating preschoolers and Letter 3: Parents are teachers. Corvallis, OR: Oregon State University Extension Service.

Riley, S.S. (1984). *How to generate values in young children*. Washington, D.C.: National Association for the Education of Young Children.

Straatman, M. (1986). *Especially for parents: Disciplining preschoolers*. A Pacific Northwest Extension Publication. Corvallis, OR: Oregon State University.

Straatman, M. (1984). *Child guidance techniques*. A Pacific Northwest Extension Publication, Corvallis, OR: Oregon State University.

Helping Children Learn Self-Control

A Guide to Discipline

Ask any parent or teacher what is most difficult about raising children and the answer will be *discipline!* Broken rules, tantrums, lack of cooperation—all are real problems for parents and teachers.

When children misbehave, we are frustrated. We often just want to stop them from doing whatever it is we don't like or know is harmful. So we punish them because we think we need to, and because it can have immediate results. But does punishment help children build self-control? Do they learn how to cope with strong feelings and tough problems if they are punished?

There is a difference between *discipline* and *punishment.* That difference plays a big part in the kind of person each child becomes. After you have read this brochure, you will understand why discipline works better than punishment, and how to use discipline with your child.

Vivienne della Grotta

Encourage children to use words to solve problems.

Prevent problems

Effective discipline begins when a child is born—long before problems erupt. First you need to examine your own behavior, the environment, how you schedule activities for your child, and the rules you establish for behavior.

Demonstrate coping skills. Children imitate their parents and teachers. They will react to most situations the same way you do. If you yell at children, they will yell. If you spank children, they will hit. If you ridicule children, they will use name calling. If you bribe children, they will always ask, "What's in it for me?"

But, if you use words to tell others when you are angry, children will express their feelings without aggression. If you leave a frustrating situation to cool off, children learn to take time to think before reacting. If you share things, children learn to be thoughtful of others. If you are courteous, children learn to cooperate.

Prepare a good environment. You can avoid a lot of problems by making your home or classroom a comfortable place for children to be. Sit on a child-size chair and take a good look around. What you see may give you some ideas about how to arrange your furniture and materials.

- Are there tempting or dangerous items within children's reach that are off-limits to them?
- Are children's toys and supplies on low, open shelves where they can reach them and put them away by themselves?
- Are there enough age-appropriate toys for the number of children?
- Is there enough room for several children to spread out to paint or build with blocks, for example?

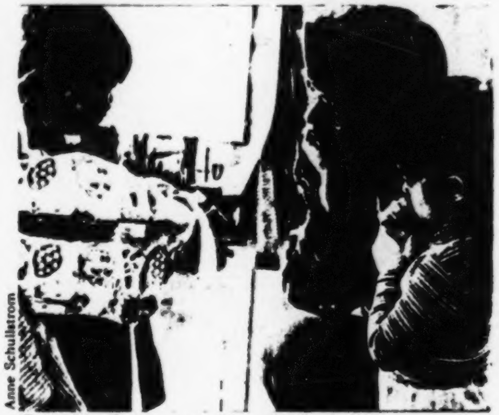
Schedule events with the child's needs in mind. Discipline problems can be expected when children are bored or rushed. Try to arrange the day with the following tips in mind.

- Adjust events and activities to children's short, but growing, attention spans.
- Prepare children in advance to change from one scheduled event to another, such as from breakfast to the drive to child care, or from painting to group story time. Give them time to complete what they are doing, clean up, and move on to new activities.
- Keep children occupied, if they must wait, with a guessing game, story, jumping jacks, or some other absorbing activity.

Be clear about rules. Consistent and fair rules help children control their own behavior. They set limits that children can learn and depend on. The rules should be kept simple, few in number, clear, truly necessary, and reasonable for the age of the child. Some adults have only one basic rule: *You may not hurt yourself, others, or things.* Hurt can be explained as either physical or emotional.

Linda B. Walters

Offer children manageable choices.



Provide a few, reasonable rules for behavior.

Some basic techniques

Even if you do everything you can to prevent outbursts, fights, and other problems, they will happen. Just as children's physical development proceeds slowly from sitting to crawling to walking, their emotional development is a bit-by-bit process. Emotional maturity takes time, good examples to imitate, and years of practice.

The techniques recommended here are positive and rely on a problem-solving approach. In each case, the child's emotional needs and *feelings* are respected. The techniques are directed at inappropriate *behavior*. You want the child to know it is OK to feel frustrated or angry, but it is not OK to scream and hit others. The techniques will not work like magic. But they do work, if you are patient and consistent.

Distract children from potential problems. When two children are fighting for a scoop in the sandbox, offer a second scoop or plastic cup. If a child is climbing on a table, gently move her to a climber. If a child is yelling, whisper something in his ear. When a child gets restless in a car, play a tape of children's songs and sing along. In general, be ready to step in, to shift a child's attention, or to add a new activity to avert a problem before it gets out of hand.

Remind children of rules. When a problem erupts, the first step is calmly to stop the action to avoid harm to a child, adult, or object. Then, state the rule. If one child is hitting another child, first stop the physical attack, then matter-of-factly state, "You may not hit Meg. People are not for hitting." If a child is throwing food, first take the food away, then state, "You may not throw food. Food is not for throwing." Be direct, simple, and calm. If you sound furious, you will frighten the child and she will miss your real message. Eventually, the child will think of the rule *before* acting.

Michael D. Sullivan

Correct inappropriate behavior and still respect the child's feelings.

Help children solve problems and make choices. Of course, not all problems can be avoided, so children must learn problem-solving skills. With young children, it's best to show them positive responses. If a child hits you, kneel down, hold his hands, and ask him why he is angry. You have automatically shown the child that it is not OK to hit back, and that you can use words to talk about being angry.

With older children, you can help them work out a way to handle difficult situations. You might ask, "How can you let Larry know that you don't like him to pour his juice into your glass?" or "How can you tell Amelia to stop butting in line for the slide?" or "What can we do to keep Brian from knocking over your tower of blocks?" You can suggest a few ideas, then ask the child to generate other solutions and try one out.

Similarly, when problems arise because children want something that is not allowed, you can help them make more appropriate choices. When a child asks for sugary cereal, offer two choices of nonsugar cereal. When a child protests about taking a bath, you could say, "Would you like to take your bath now, or would you like to take it after we read a story?" The off-limits choice is excluded, but the child still gets to choose. This not only avoids a struggle, but encourages children to make decisions about their lives.

Call time out. Sometimes children just lose control of themselves. They need to cool off—and a time out may be needed. Time out should last as long as the *child* feels is needed to calm down. The key is to avoid being punitive and instead to turn time out into a learning experience. Here's how.

- Time out does not mean leaving the child alone, unless she or he wants to be. After the child has calmed down, the adult and child can talk about the child's feelings.
- Children should not be threatened with or afraid of a time out.
- Time out should not be humiliating. There should not be a predetermined time, chair, or place.

In some situations, a child will be so upset and so intense that she or he is unable to talk or listen. An adult can hold the child with just enough strength to protect them and help restore calm. A screaming and thrashing child may need to be soothed this way before discussing the incident. Hold children in the spirit of protection, not anger.

Ignore inappropriate behavior. Some children misbehave because they need attention. When the behavior is annoying, but not harmful, it may be best to ignore it. For example, preschool children often find that foul language gets them immediate attention. If you ignore the cursing, the child will eventually see there is no gain in using that language and will stop. At the same time, it is very important to find out why the child is seeking attention. The child may feel insecure, jealous, or lonely. You can then help the child deal with these feelings in a better way.

Notice good behavior. Praising good behavior is one of the most effective discipline methods. Children need to know what they are doing well, in addition to knowing the things they need to change. Catch children when they are sharing, helping other children with hard tasks, and dealing well with frustration—and immediately compliment them. You might say, "It was very nice of you to help Ben tie his shoes" or "Didn't that help to leave the puzzle for a while before trying it again?." This way the desired behavior is made very clear to the child.

Help children see consequences. Preschoolers and older children can be encouraged to consider how their actions and words affect others. Two children who both yank on their favorite doll and break it can be encouraged to discuss how much they each miss the doll. A child who name calls can be asked to think about how it feels to be labeled. A child who forces a younger child to go down a slide although he is afraid, can be asked to describe some situations that frighten her.

Before you try these techniques

Keep the following principles in mind.

- The goal of discipline is to help children build their own self-control, not to have them blindly obey adult commands.
- Any discipline technique is most successful if it is used calmly, without anger.
- Any consequence (such as distraction or time out) must immediately follow the child's behavior to make it clear what behavior was not acceptable.
- Match the technique you use to the child and the situation. No single technique will work every time.
- Help children understand why their behavior is not acceptable, while showing them that you recognize their feelings.
- Be consistent. It's scarey for children if they don't please adults who are important to them. They need to feel loved and respected if they are to become kind, confident, and considerate adults.

Discipline or Punishment

Children are *disciplined* when . . .	**Children are *punished* when . . .**
they are shown positive alternatives rather than just told "no" . . .	their behavior is controlled through fear . . .
they see how their actions affect others . . .	their feelings are not respected . . .
good behavior is rewarded . . .	they behave to avoid a penalty or get a bribe . . .
adults establish fair, simple rules and enforce them consistently.	the adult only tells the child what *not* to do.

Children who are disciplined . . .	**Children who are punished . . .**
learn to share and cooperate . . .	feel humiliated . . .
are better able to handle their own anger . . .	hide their mistakes . . .
are more *self-disciplined* . . .	tend to be angry and aggressive . . .
feel successful and in control of themselves.	fail to develop control of themselves.

NAEYC's Child Care Information Service gratefully acknowledges the contributions of the authors of the following materials in the preparation of this brochure.

For more information

Honig, A. S. (1985). Love & learn: Discipline for young children. Washington, DC: NAEYC. #528. Single copies are 50¢ each, or you may order 100 copies for $10.

Honig, A. S. (January 1985). Research in review. Compliance, control, and discipline (Part 1). *Young Children, 40*(2), 50-58. $2

Honig, A. S. (March 1985). Research in review. Compliance, control, and discipline (Part 2). *Young Children, 40*(3), 47-52. $2

Miller, C. S. (November 1984). Building self-control: Discipline for young children. *Young Children, 40*(1), 15-19. $2

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naeyc

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WHAT BEHAVIORAL CHARACTERISTICS DO YOU VALUE? SM-2

Below is a list of twelve traits people might value in an individual. Rank them in order of importance with the number "1" being the most important. Then choose the top four characteristics and discuss why you think these are important traits for individuals to have in today's society. What has affected your point of view? Is it a message you heard from your parents, other adults, or someone you admire? Is it a message that is transmitted by our society? How does this occur?

___Adventurous (exploring, risk-taking)

___Ambitious (hard-working, aspiring)

___Creative (imaginative, experimental)

___Efficient (quick, organized)

___Cooperative (able to work with others)

___Obedient (dutiful, respectful)

___Independent (self-reliant, self-sufficient)

___Responsible (can be counted on)

___Polite (courteous, well-mannered)

___Tolerant (able to accept differences)

___Honest (sincere, truthful)

___Courageous (stands by beliefs, takes risks)

Rationale:

1. Trait:________________________________Why is this important?

2. Trait:________________________________Why is this important?

3. Trait:________________________________Why is this important?

4. Trait:________________________________Why is this important?

Questions:

1. Would you rank these traits differently if you were describing a child rather than an adult? Why or why not?

2. Which traits might be ranked differently for different ethnic groups? Why might these cultural differences exist?

3. Do a rank order for an ideal woman and then for an ideal man. Are there differences? Why do these exist?

WE ARE A FAMILY

SM-3

Directions: *Working in groups of four, imagine that you are a family. Families have the responsibility for socializing young children and teaching them acceptable ways of behaving. There are many variations to childrearing, but all approaches are based on a set of values, recognized or not, that are used to guide a child's development. It is advantageous for children and adults in a family if this concept is recognized and if a consistent set of messages are transmitted to the child regarding societal expectations.*

1. As a group, rank these behavioral traits (SM-2) again and reach a consensus on one list of traits you would support for your "family." Each person should discuss their rationale for the traits they chose before starting to rank them as a group. How do parents that you know reach agreement on expectations for children? (Remember you are trying to simulate what could actually go on in the family.)

2. Discuss the effect of conflicting values and expectations in families. At what period in a child's life is conflict between parents and children most evident? Think about your own experiences, how you responded to this conflict, and how your parents or other adults responded? How can families develop strategies for resolving problems resulting from conflicting values?

3. How are the behavioral traits you identified as important developed? What happens when parents say these are important and then do nothing about it? How do children develop these traits? Select the top five behavioral traits identified by your group. Discuss and record some possible answers to the following:

    a. What parental attitudes are necessary to foster the development of this trait? (For example, if you choose "tolerant," what parental attitudes would support the development of that trait?)

    b. What are some guidance techniques that would foster the development of these specific behaviors and traits in young children? Write down some specific suggestions and relate to situations you might encounter with young children in your family. (If honesty is important in your family, what do you do about a child lying?)

4. Cultural attitudes, religious beliefs, and historical settings affect how parents view and carry out the childrearing role. Can you think of some attitudes about children and how they are treated that originate in different cultural settings, religions, or have changed over time? What are they?

    Have you ever heard your parents say, "When I was your age, I wouldn't have been able to ___________!" or, "I would never talk to my parents like that when I was young!" As a group, share some of the differences between when your parents or grandparents were young and how things are now. Have your group suggest at least five reasons why these changes have occurred in parenting styles.

VALUES AND GUIDANCE

Directions: *As a group, generate a list of values that a family might wish to emphasize in each situation. Then discuss the desired results your group would like to achieve in this situation and the method or techniques you would use to reach those results.*

1. Your 17-year-old son has had two car accidents. He comes home and tells you that he hit and damaged a parked car, and then drove away. He knows whose car it is. If you report it, your insurance will be cancelled and he will lose his driver's license. What would you tell your son to do?

2. Your family has a very low income. Both parents are unemployed because their family-owned business recently closed. It has been a very difficult year. You have a 10-year-old child who has grown rapidly and is too big for her clothes. One day she comes home with a jacket that fits very well and is badly needed. When you ask where she got it, your child says that she found it in the park. What would you do? Why? What are the consequences of your action?

3. You have a 6-year-old son. From a window, you are watching him play in your back yard and hear him call one of the children he is playing with names you feel are unacceptable. What would you do? Would it make a difference if your son knew you were watching?

4. Your 8-year-old child has just purchased a toy and he comes over to you to show you the toy and says, "Guess what mom, the clerk gave me $1.00 too much in change." What would you do?

5. You took your 5-year-old child grocery shopping with you at a grocery store which is a 30 minute drive from home. While you were there, you allowed your child to walk around the store and look at things in other aisles. When you get home, you discover your child has taken a 49 cent pencil without paying for it. What would you do?

6. Your 18-year-old son has a research paper due tomorrow. When you go to talk with him, you discover that he is copying someone's term paper who had the class a year ago. He tells you very honestly that he didn't do any research so he couldn't get it done. A good grade in this class is critical for him to get a scholarship to college. What would you do? What message are you giving your child that will carry into his future?

CASE STUDIES

Directions: *Discuss each of the following examples in your group and suggest ways you might handle the situation. As you discuss them, think about the values you have for children and the expectations you might have for their behavior. Have one person in your group record your suggestions. Be prepared to discuss your suggestions with the class.*

1. A mother is shopping in a grocery store with her two children (ages 3 and 5). She is in a hurry and the children are very active. The 5-year-old is constantly asking for some money to buy a treat.

2. A 4-year-old has just picked up all the blocks he was playing with and put them away.

3. A 2-year-old in the family has decided he wants to dress himself this morning. The parents need to leave for work in 15 minutes and they have to take their son to the daycare center on the way. Their child has only his socks and underpants on, and whenever they offer to help, he refuses and says that he wants to do it himself.

4. A 15-month-old child has become very mobile and is starting to touch and taste everything she can get her hands on. This family has lots of plants in their home and many of them are on the floor. The toddler is now able to get into the planting mix and has been found putting pieces of the leaves in her mouth.

5. Two children are playing together at your daycare center when one of the children refuses to do what the other child suggests. The child who is making the suggestion then says, "If you don't do it you won't be my friend anymore." As the teacher, what would you do? Would the situation be handled differently if the child who is making the suggestion is white and the other child was Hispanic?

6. A 5-year-old child has been put to bed and his mother, who is a single parent, is trying to catch up on her housework. The child continues to call to the parent that she needs a drink of water or has to go to the bathroom.

7. A first grade child arrives home from school with a toy that you have not seen before. When you ask him where he got it, he says that a friend gave it to him.

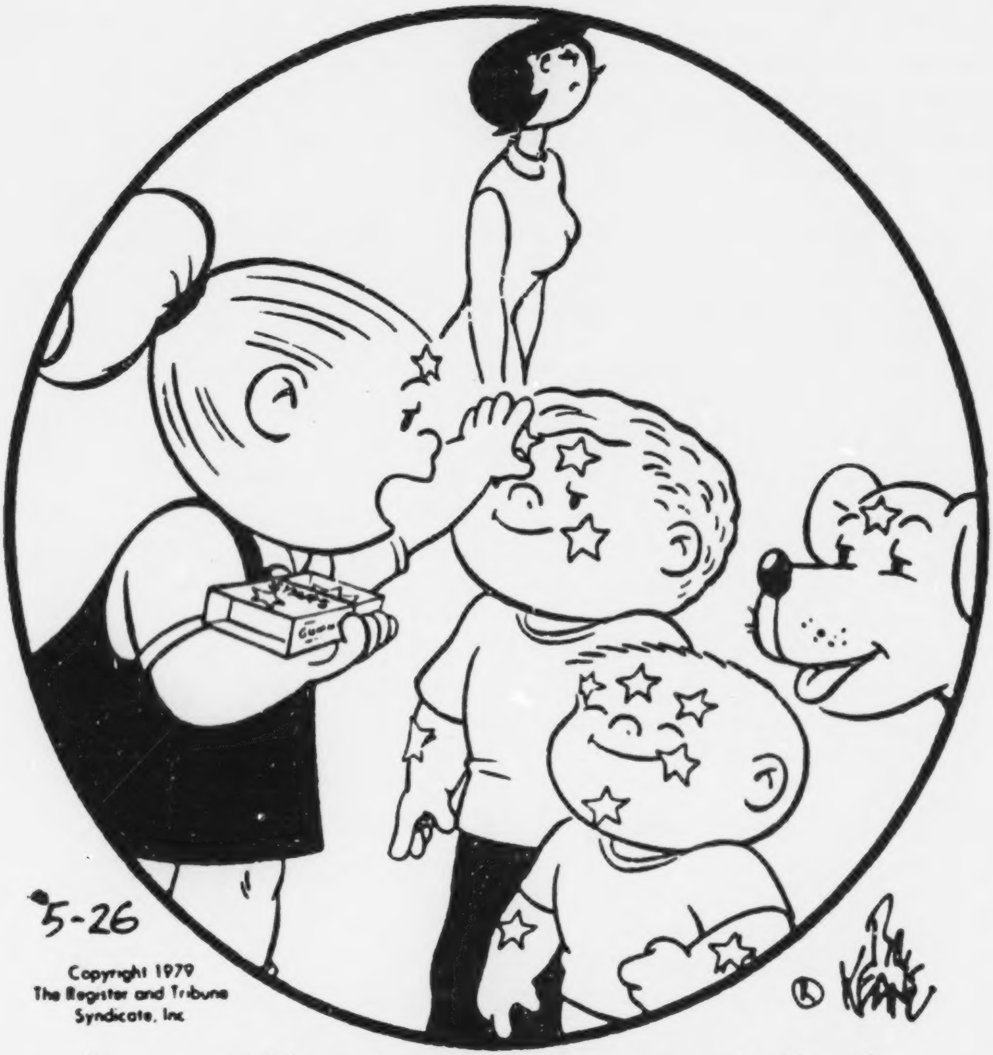
8. Two children are using the only two swings in the playground at the daycare center. They continue to stay on the swings even though several children are waiting to use them. They refuse to let anyone else use the swings.

9. A 14-month-old child is playing near a baby in an infant seat. The toddler goes over to the infant seat and starts hitting the baby in the face. The toddler does not realize how forcefully he is hitting the infant.

10. Three preschool children are playing on the climbing structure at the daycare center playground. One of the children, who is Asian, is being teased about her facial features, particularly her eyes.

SM-6

THE FAMILY CIRCUS


5-26
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"... and here's a star for you, Jeffy, for picking up your toys, and another one for eating your lunch, and ..."

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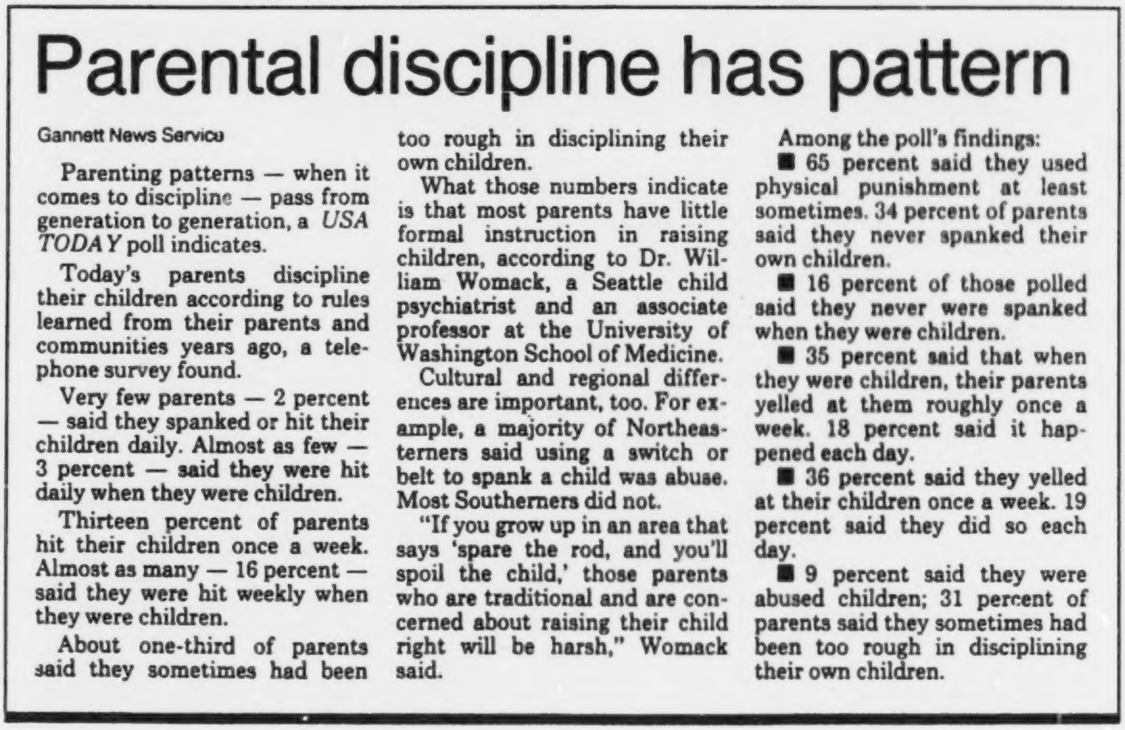

Parental discipline has pattern

Gannett News Service

Parenting patterns — when it comes to discipline — pass from generation to generation, a *USA TODAY* poll indicates.

Today's parents discipline their children according to rules learned from their parents and communities years ago, a telephone survey found.

Very few parents — 2 percent — said they spanked or hit their children daily. Almost as few — 3 percent — said they were hit daily when they were children.

Thirteen percent of parents hit their children once a week. Almost as many — 16 percent — said they were hit weekly when they were children.

About one-third of parents said they sometimes had been too rough in disciplining their own children.

What those numbers indicate is that most parents have little formal instruction in raising children, according to Dr. William Womack, a Seattle child psychiatrist and an associate professor at the University of Washington School of Medicine.

Cultural and regional differences are important, too. For example, a majority of Northeasterners said using a switch or belt to spank a child was abuse. Most Southerners did not.

"If you grow up in an area that says 'spare the rod, and you'll spoil the child,' those parents who are traditional and are concerned about raising their child right will be harsh," Womack said.

Among the poll's findings:

■ 65 percent said they used physical punishment at least sometimes. 34 percent of parents said they never spanked their own children.

■ 16 percent of those polled said they never were spanked when they were children.

■ 35 percent said that when they were children, their parents yelled at them roughly once a week. 18 percent said it happened each day.

■ 36 percent said they yelled at their children once a week. 19 percent said they did so each day.

■ 9 percent said they were abused children; 31 percent of parents said they sometimes had been too rough in disciplining their own children.

From: *Statesman Journal*, March 6, 1989.

meet the experts

To Spank or Not to Spank

Barbara Brenner

Recently I participated in a series of radio interviews in which listeners were invited to call in and ask questions about aspects of discipline. I was amazed to find that an overwhelming number of calls centered on the issue of spanking.

Some folks called to defend, others to deplore. But the majority of the callers seemed to want what I can only describe as spanking guidelines—that is, when to spank, how often, at what ages, and even on what parts of the body.

Clearly, this intense interest in the subject points to the fact that many parents still equate spanking with discipline. But I think it also indicates that today's moms and dads are uneasy about it. They're nagged by a gut feeling that spanking just may not be the way to go. But at the same time they're being urged to toughen up or run the risk of being too permissive.

Perhaps it's time to take a fresh look at an old subject. What is the story on physical punishment? Does sparing the rod spoil the child? Actually, there's no scientific evidence to support the notion. In fact, during the last three or four decades data have been piling up to indicate that the reverse may be true. Let's look at the case *against* spanking.

One sound reason not to spank is a practical one. Spanking usually doesn't work. Most often the child remembers the spanking but not what it was for. Young children can seldom be deterred by physical punishment; their memories are too short, and their controls over their own behavior are too wobbly. And older children quickly get used to routine spankings, which means that either they become a meaningless punctuation to family spats or they escalate into something more serious than spanking. All spanking has that built-in escalator clause, and in that direction lies danger for both adult and child.

Another problem with spanking is that it delivers the wrong message. It says to a young person that someone she loves and trusts is capable of hurting her. It also says that hitting is an acceptable way of solving conflicts, although yesterday on the playground she may have been told just the opposite. Children may have a great deal of difficulty making sense out of these mixed signals. Their confusion shows itself in myriad ways, including hostility toward and aggressiveness with peers.

Finally, it's important to look at spanking for what it really is. Once it stops hiding behind that cute, almost playful-sounding word, what's left is *hitting*. Which doesn't sound so benign. Then we have to ask ourselves: Would we hit a neighbor? A spouse? A friend? An animal? In fact, the latest dog-training manuals urge owners not to

From: The Newsletter of Parenting, September 1983.

hit their pets. Can we then justify hitting our kids? Put in these terms, few parents can opt for spanking.

Fortunately, there are more positive ways of disciplining children, ways that square with the caring values in which we all believe. Here are just a few of them:

Modeling

Children watch their parents closely for clues to how to behave. They copy words and actions. Parents can often accomplish a great deal by being examples of the kind of behavior they want from their children. A recent study has shown that this kind of values modeling lasts. Children who had good role models early in their lives were found to be unaffected by bad models later in life. Children who did not have this positive parental modeling were much more susceptible to negative peer pressure.

Direct Action

Toddlers respond much better to action than to reprimands or to physical punishment. Parents can prevent out-of-bounds behavior best in this age group by some form of firm, direct action. Sometimes the best discipline is *anticipation* or *distraction*. But often dealing firmly is the answer. The legendary 2½-year-old with a temper tantrum, for instance, needs to know that he can't kick and scream on the floor of the supermarket. He needs to be removed and restrained with a minimum of talk and perhaps a cooling-off period of solitude.

Praise

Let's not forget that praise is effective with a youngster of any age. Children will try very hard to continue the behavior that elicits a sincere "I was very proud of you today" or "You did that very well."

Talking It Over

As children mature and are better able to understand abstract ideas, family rules and priorities can be discussed. Issues of honesty and fairness, as well as family views on drugs and sex, are set in place through children hearing how the family stands on these things. On the parent side, adults who listen as well as talk will gain valuable insights on the "why" of certain common discipline problems.

Talking it over needs to be constructive, of course. Derogatory statements and insults work against discipline. Good talk, on the other hand, even if it's sometimes heated, can clear the air.

Facing Consequences

Children need to learn the consequences of their actions. They must learn what will happen if they violate a family or school or community rule. But consequences should be geared not only to the seriousness of the deed but to the age of the child. This isn't always easy. It requires sensitivity on the part of an adult to understand that lying, for instance, is not an across-the-board violation. A preschooler's lying is based on being unable to understand fully the difference between what's true and what isn't. A moral sense is still beyond this small citizen. A nine-year-old who lies, however, should know better. Consequences, in whatever form, should take this kind of age-appropriateness into account.

It's a tall order, this discipline business, particularly if you're going to do it without the laying on of hands. There's bound to be a certain amount of trial and error, a certain number of out-and-out wrong moves. We're all human and we all make mistakes. All of us occasionally lose our tempers and say and do things we're sorry for later. Perhaps the important point in all this is to keep an eye on the overall goal of discipline—to produce a happy, productive, independent, and loving adult. Everything that we've learned about children in the past fifty years seems to be telling us that if this is our agenda, then spanking or any other form of physical punishment shouldn't be the discipline of choice.

Barbara Brenner is the author of *Love and Discipline* (Ballantine). She is Associate Editor of the Publications Division at Bank Street College of Education.

Source: The Newsletter of Parenting, September, 1983. Reprinted with permission.

Ellen Goodman

Spanking: Where's the line between discipline and abuse?

BOSTON — I have known dozens of people who used the Bible as if it were a Rorschach test rather than a religious text. They read more *into* the ink than they read *out* of it.

They form their opinions first and then search for the piece of scripture that will back them. They study the Book, in short, the way lawyers study the statutes — not to find out right and wrong, but to shore up their defense.

So it was hardly surprising to see the controversial Brother Roloff of Texas waving his Bible over his "students" in a "Sixty Minutes" CBS-TV rerun last Sunday saying, "Last September they were nothing but a generation of hoodlums. . . . Here's the secret to our success: 'He that spareth his rod, hateth his son, but he that loveth him, chastens him.' We give them spankings because we love them."

Brother Roloff was defending the policy of his Homes for Wayward Children in Texas. There, this fascinating character "disciplines" teen-agers sent to this imprisoned environment by their despairing parents.

His method is a graduated system of corporal punishment.

But what hooked me on this story wasn't the brotherly homes or the mail overwhelmingly in favor of Roloff's "methods." It was his headlong plunge into the issue of "licks," spanking, love and punishment, parents and children — an issue as loaded and divisive as any in our society.

Corporal punishment is to wounding as capital punishment is to murder. It is the official bureaucratic word for inflicting pain on those in our custody, especially children.

It is a specter surrounded by confusion and guilt and tinged by the horror of child abuse, on the one hand, and the fear of "permissiveness" on the other.

The arguments about spanking seem to go on and on, wherever there are parents. One parent says out loud how much children need discipline, and another agrees vehemently. But the first is thinking of a stern lecture, and the second is thinking of a cat-o'-nine-tails. A third parent then speaks against hitting, and across the room, a fourth automatically labels her as a patsy.

We live with a sense that parent-child relationships are power plays, that if we are not victor we are victim. We seem to believe that our only parenting tool is force.

In Sweden, it is now illegal for parents to strike their children. But in 48 of our states, we give unrelated teachers the right to hit our children without our permission.

As American parents we are horrified by child abuse, but believe in corporal punishment the way we believe in vitamins — good for growth. The line between abuse and discipline is most often drawn by the hand of the punishing adult.

Of course, the Swedish law is absurdly unenforceable. It would be impossible and outrageously invasive for the state to try every parent for a spank, a slap, a verbal abuse.

But the magistrate who wrote it was right: "Children just do not respond when they are hit or threatened. Their reaction is the opposite; they think in terms of revenge."

Spanking, for example, is nearly always inflicted by the powerful on the less powerful.

Small children are the ones who get it the most. Parents and teachers stop hitting, not when the children are "cured" but when they are big enough to threaten the adults with retaliation, "revenge."

In the meantime, corporal punishment has not taught children discipline. It has taught them about the lack of self-discipline on the part of adults. Taught them that hurting is okay.

Surely every parent has felt a sense of frustration build into fury. It is understandable when our rage occasionally turns into force. But force is a last and desperate resort — an admission of our failure.

When we rationalize violence as "justice," we appoint ourselves judge, jury and executioner of the attitude that two wrongs make a right.

The real disaster is a systematic equation of love and violence.

Brother Roloff said that he spanked the children because he loved them. How many other parents have said that. The parent who was both loved and hit as a child himself may protectively assume some connection and believe tha physical abuse is a part of love.

In fact, as children instinctively know, beating is the darkest side of our most intense feelings toward those we love.

To express violence coolly — as if it were right to trick children into distorting reality until they, too, make some sick connection between affection and pain — that is a form of inherited abuse that does leave the deepest sort of "lasting marks."

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SM-10

CHILDREN

Use the rod, spoil the child

Crash, bang, crack. Toddler Stevie begins to explore the wonderful world of breakable objects. How can his parents effectively teach him restraint, yet satisfy his need to explore?

Not by relying on physical punishment, say psychologist Thomas G. Power and graduate student M. Lynn Chapieski. They observed 16 14-month-old babies (eight boys, eight girls) at play with their mothers, noting every object the babies grasped and their mothers' attempts to restrain them. They also interviewed each mother to find out her usual disciplinary approach: reliance on physical discipline (such as a light slap on the hand), occasional or conditional physical discipline (such as a light hand slap only after attempts at distracting the child fail) or no physical discipline.

What did they discover? In both the long and short term, physical discipline proved unsuccessful. Babies who were physically punished by their mothers were more likely to grasp breakable objects and were least likely to obey restrictions, reaching for the forbidden objects again and again. And when given a test measuring infant development seven months later, these babies scored lower than did those who received no or low discipline. This was especially true on tasks related to spatial skills and problem solving, such as fitting puzzle pieces together and fixing pegs in a board.

Interestingly, mothers who relied on physical punishment made fewer objects available for exploration and play—including safe or unbreakable objects and toys. Power and Chapieski see a connection between this and the babies' low test scores later. "In a home where there are very few objects for the baby to play with, you get kids who hesitate to touch objects in the environment," Power says. "This leads to less exploration and a limited chance to improve their visual/spatial skills and problem solving ability." *—Ruth J. Moss*

Thomas G. Power, Ph.D., and M. Lynn Chapieski are at the University of Houston. Their study appeared in *Developmental Psychology* (Vol. 22, No. 2).

Get a grip on yourself, Mom! I'm just a child.

Power, T.G. and Chapieski, L. (1986). Use the rod, spoil the child. ***Psychology Today***, p. 218.

CHILDREN

Spanking kids for the wrong reasons

"Spare the rod and spoil the child" is advice that many parents seem to follow—studies have shown that more than 90 percent of all parents spank their children. But many of these same parents believe that corporal punishment is wrong or ineffective.

Taking a beating: Misbehavior is not always the reason for spankings.

THE BETTMANN ARCHIVE

Barbara Carson of the University of New Hampshire's Family Research Laboratory surveyed discipline practices among parents of 186 children, ranging from 5 years of age to 8 years, at schools in Portsmouth, New Hampshire. She found that although 83 percent of the parents said they spanked their children, 40 percent of them thought corporal punishment was seldom, if ever, effective. And almost a third of the parents felt that they, and not their children, were to blame for the spanking.

Many parents spank their children out of frustration, or because they don't know of any other way to effectively discipline them, says Carson. "It's a loss of control."

Carson points out that the line between where corporal punishment ends and child abuse begins is very fuzzy. "Some people feel it's their right to hit children with a belt," she says. "Others would consider this abusive."

While Carson is careful not to equate parents who spank with child abusers, she says that those who believe spanking to be wrong but still do it resemble child abusers in at least one respect: "Both are relating physical punishment to their own frustrations, not to their children's behavior."

Carson presented her findings at the recent Family Violence Researchers Conference in Durham, N.H.

—Elizabeth Stark

Stark, E. (1985). Spanking kids for the wrong reasons. *Psychology Today*, p. 219.

METHODS OF GUIDANCE

Directions: *Read the assigned article(s) and answer the questions below.*

Resources used: ______________________________

____

1. Were there traditional methods of punishment used? What were they?

2. Were methods mentioned that use natural and logical consequences? What were they?

3. What are the messages children receive regarding their own self-worth when these techniques are used?

4. How does this affect what children learn about appropriate behavior?

5. How might this affect the relationship between parent and child?

6. What effects could this have on their own parenting style?

SM-13 GUIDING BEHAVIOR OBSERVATION FORM

Directions: *Observe children in a natural setting and describe their activities in detail, paying particular attention to their body language and facial expressions as the adults interact with them. Look for examples of ways that adults use or do not use positive reinforcement and encouragement to develop positive or negative behavior patterns. Record the child's reaction to each of the examples.*

Examples:

A. The teacher pours milk for 3-year old Tim. She says, "Tim, let me pour your milk so that your won't spill it. It is too much work to clean up the mess if you spill." (Negative message - how does the child respond?)

B. The teacher places a small pitcher and small glass near a 3-year old's plate. She says, "Tim, I will pour some milk into your pitcher, and then you may pour your own milk." (Tim spills a little on the table.) The teacher says, "Oh, that's okay. It was just an accident. Here is a sponge to wipe up the spill." (Positive message - how does the child respond?)

1. Describe the setting:

2. Give the ages of the children:

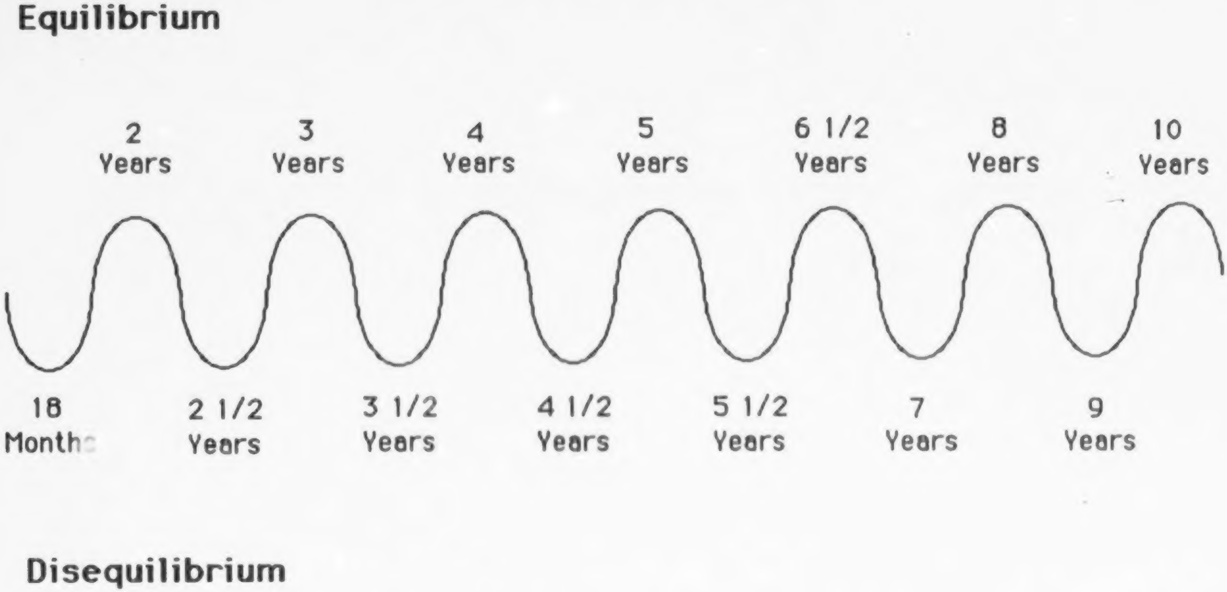
3. In your observation, find at least three examples of positive and negative reinforcement and record:

   a.

   b.

   c.

Peaks and Valleys of Equilibrium and Disequilibrium


Equilibrium
2 Years
3 Years
4 Years
5 Years
6 1/2 Years
8 Years
10 Years
18 Months
2 1/2 Years
3 1/2 Years
4 1/2 Years
5 1/2 Years
7 Years
9 Years
Disequilibrium

SM-14

CYCLES OF BEHAVIOR

The characteristics listed below are trends, not absolutes, and the ages are averages. Each child and each family is unique.

Under 1 year: There is rapid growth and development in all areas. Baby probably is creeping, crawling, standing, waving "bye-bye," reaching, hanging onto toys, maybe crying at stranger's approach, and laughing with the family. The baby's system is not prepared yet for toilet training.

18 months: An age of frustration and greater enthusiasm than ability. The child often does the opposite of what you ask. "No" is a frequent word. He or she is **easily** frustrated, is not likely to share, needs things now, and has lots of energy. It's easiest on everyone if expectations are low and demands are few at this age.

2 years old: Some equilibrium at this age. Two-year-olds can do more, they have more language so they can be understood better, and their temperament is more even than the 18-month-old. He or she may be affectionate at times and because of increased maturity, is probably ready to use the toilet.

2 1/2 years old: Rigid, inflexible, demanding, violent emotions, opposite extremes. This is a difficult age. The child needs to have things just a certain way — the cup needs to be in the right place, the child needs to make decisions, like "me do it myself," and familiar things need to happen over and over, such as having a story read again and again for weeks. The child is energetic and the household is more peaceful when everyone tries to see the child's point or view and not fight it.

3 years old: Temporary Equilibrium. Noticeably increasing abilities in thinking, language and physical coordination help make this a more peaceful age. The child is more conversational and social. He or she may begin to share and to be a more outgoing and playful companion.

3 1/2 years old: Insecurity, disequilibrium, uncoordination. This child may feel emotionally insecure, saying, "You don't love me" and makes lots of demands, such as "Don't look," or "Don't talk." She or he seems to need exclusive attention or is jealous and may be physically awkward. The child needs additional patience, understanding, and affection at this age.

4 years old: Out of bounds. This child is the opposite of the 3 1/2-year-old. He or she seems overly confident, challenging, exuberant, defiant, violent, imaginative, and boastful. His or her language can be shocking. Needs expanding limits so he or she can challenge his or her abilities, but firm guidelines and much patience are probably needed. ("This too will pass.")

4 1/2 years old: An unpredictable age. This is a more inward age than 4. Children may talk a lot, ask many questions, and try to make sense out of the world, including concepts of what is real and what is not.

5 years old: An age of equilibrium. All aspects of development seem even at this time. The child seems confident, secure, capable, and content.

6 years old: An age of violent emotions and opposite extremes. This child says "I love you" one minute and "I hate you" the next. He or she is also very rigid in demands, much like the 2-1/2-year-old. The child wants to be the best, to be right, and is energetic and ready for anything new. The child seems to act the worst with his or her mother at this age.

7 years old: An inward age. The child is more calm than the 6-year-old, but is also often demanding too much of himself or herself, often feeling unloved and picked on. The child needs patience and kind concern.

8 years old: An exuberant, expansive, and speedy age. The child seems excited about new activities, but seems to fall short at the end. He or she may dramatize the failures, saying "I never do anything right," but be ready to try something else enthusiastically the next day. This child cares about what others think of him or her and he or she still demands much from their mother.

9 years old: An age of independence and quiet or active rebellion. The child seeks friends over family and wants to be treated as a maturing person. The child may worry, take things hard, and be anxious. He or she may meet unpleasant situations with complaints of physical discomfort.

10 years old: An accepting, cheerful, well-balanced age. This child is often in good relationship with and accepting of parents and is generally pleased with the world. The child is usually flexible and doesn't take things too seriously. This is often an enjoyable year between parents and child.

Adapted from ***Child Behavior***, chapter 2, by Ilg, Ames, and Baker. 1981.

SM-16

GREAT EXPECTATIONS

React to the following statements describing children between the ages of one and two by placing a check mark to the right of each statement indicating whether you disagree, agree, or don't know.

	Disagree	Agree	Don't Know
1. He or she is old enough to learn not to touch forbidden objects.	________	________	________
2. He or she is interested in playing with other children.	________	________	________
3. Most children in the age will stay dry all day.	________	________	________
4. It is too early to start toilet training a child of this	________	________	________
5. The child's appetite is larger at this age than when he or she was an infant.	________	________	________
6. Temper tantrums are not unusual for this age.	________	________	________
7. Redirection and distraction are successful guidance techniques for this age.	________	________	________
8. He or she is old enough to respond well to verbal commands.	________	________	________
9. He or she should no longer be sucking his or her thumb.	________	________	________
10. Physical barriers (e.g., gates) are an acceptable way to control boundaries.	________	________	________

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING CONCERN:

Promoting Healthy Parent-Child Relationships.

RELATED CONCERN:

Families and Crisis.

DESIRED RESULTS FOR LEARNERS:

By examining strengths and desired results for families, students will develop strategies for nurturing family relationships and develop coping strategies for crises that may occur.

LEARNER OUTCOMES: Students will:

1. Become aware of a variety of contexts in which crises might occur and how those contexts might influence the crisis.
2. Examine ways to accept and cope with crisis.
3. Consider a variety of approaches to effectively deal with crisis in the family.
4. Analyze the consequences of actions in family crisis, including self-help skills and utilizing community resources.

SUPPORTING CONCEPTS:

A. The family: Has it changed?

B. Crisis

C. Identifying Problems

D. Strategies for Dealing with Crisis:

   1. Self-help skills (communication)

   2. Getting help

BACKGROUND INFORMATION:

What do we mean by the term "families and crisis" and how does it best fit into a perennial problem solving approach to Parenthood Education?

A crisis can be identified as "a crucial change in the course of events, a turning point, an unstable condition in affairs," according to authors Lamanna and Reidmann (1985) in their book *Marriages and Families*. This definition encompasses three interrelated ideas:

1. Crises necessarily involve change.
2. A crisis is a turning point with the potential for positive or negative effects or both.
3. A crisis is a time of relative instability.

Family crises share these characteristics. They are turning points that require some changes in the way family members think and do things in order to meet a new situation. Lamanna and Reidmann also identify three distinct phases in a family crisis: the event causes the crisis, the period of disorganization that follows, and the reorganizing or recovery phase after the family reaches a low point. Although every family reacts somewhat uniquely to a crisis, these crises ordinarily follow these predictable patterns.

Teacher background information is abundant in this area, and recommended readings are plentiful. *Newsweek's* (1990) special edition on "The 21st Century Family" is one of those, and a portion of that edition, "What Happened to The Family?" (Footlick, 1990). SM-1 is reprinted here for teacher use.

David Oldfield (1987) takes a unique and positive approach to family crisis in his program *The Bridge*, designed to be a transition program for teenagers and their parents. His ideas certainly lend credibility to including a unit on families and crisis at the high school level, as he addresses adolescence as a time of necessary crisis that must be recognized and dealt with by both adolescents and parents. (Another program, *The Journey*, also by Oldfield, is designed to help adolescents themselves actively deal with their crises.)

In her book, *Traits of a Healthy Family*, Dolores Curran (1983) recognizes the fact that healthy families aren't trouble-free families. She states:

> *We have the idea, probably instilled by the Waltons and the Ingalls, that good families are made up of sweet and passive, rather boring individuals who rarely have problems that can't be solved in an hour. That's about as wrong as we can have. Healthy families probably have as many problems as less healthy families, but they have a different way of looking at them and solving them.*

Nick Stinnett (1980) found the same thing in his Family Strengths Study - that healthy families confronted with a wide variety of crisis tended to deal with these crises in similar ways. "We noticed two things," Stinnet says, "first, they had the ability to see something positive in every situation no matter how bad, and to focus on that aspect. Second, they joined together to face the crisis head on." Oldfield (1987) agrees with this idea when he refers in *The Journey* to the Chinese symbol for crisis. It consists of two parts: one represents danger and the other opportunity. There is a need to help students not only to recognize those dangers, but to find the opportunities.

Curran (1983) tells us that healthy families expect problems and consider them to be a normal part of the family life. It seems then, that a desired result for students in this unit is not so much to focus on ways to prevent crises from occurring, but rather to have the skills to face them when they arise, and to be able to deal with them in such a way that the family recognizes the danger, but also understands the opportunities, or positive aspects, however difficult they may be to find in the crisis. Our society seems to operate on the myth that families in the past were all happy families. We seem to ascribe problems with substance abuse, divorce, depression, poverty, and so forth, as being those most often found in present day society. Curran's research shows that families of the past did, indeed, have marital tensions, drug abuse and other problems as well. Why the real-life historical family became fictionalized to the contrary in recent decades is probably due to the fact that the "good" family was taught to hide its problems. Healthy families today not only admit they have problems and need help, but work on those problems publicly, utilizing appropriate resources in the community. However, it should be pointed out that just telling people this doesn't do away with the emotional ties to these embedded family rules.

Healthy families develop problem solving techniques. If a problem concerns the whole family, everyone gets a chance to speak. Someone in the group assesses whether there is a consensus or not, and if not, compromises are made. Recognition of when a problem is a problem is a skill that strong families develop. This can be hard for parents: when is a child's behavior out of control enough to seek outside help? At what point does normal sibling rivalry become serious enough to seek help?

This unit will ask students to examine family crisis as an issue, and address the strategies of problem identification, and techniques for dealing with those problems, which includes both self-help and getting help from outside support. Although some specific examples are used in several areas of crisis, such as separation, divorce, and alcoholism, the strategies are generally applicable to a variety of crisis situations. Teachers will find, as they go through this unit, that it is closely related to a number of other units in this guide, such as those on communication and stress management. Referring to those units is encouraged as we deal with families and crisis.

TEACHER PREPARATION:

1. Think about your own definition of a "healthy family." Is it one that is problem-free? Is it one that has problems, but deals with them in an effective manner? What crises have you had to face in your life? As a parent? Who and what were particularly helpful to you in dealing with those crises? What dangers and opportunities for you were present in those crises?

2. Consider the students in your classes. What crises do you know they have had to face in their lives? How could an understanding of strategies for dealing with crises contribute to the health of their present families? To their future families?

DIRECTED ACTIVITIES:

Supporting Concept A: The Family: Has it Changed?

1. **"What is Family":** Have the students think of all the different kinds of families they know, including those they see represented in the media. As a class, make a list of all the different forms that they can think of. Then ask students to think of which of those forms they think might have been common, or even existed 200 years ago.

   -Do you think that different forms may have existed that are not on the list you made?
   -What are all of the influences on family forms? (Think of economics, culture, ethnic groups, religion, world events, etc.) *(Awareness of Context)*

2. **"The Changing Family":** Give students the handout "The Changing Family Picture" (SM-2), and ask them to read through it.

   -What does the American Home Economics Association (AHEA) define as family?
   -How does culture, like media, religion, school, economics, and so forth, help shape the family?
   -How has the family changed over the last 200 years?
   -What might have influenced those changes to take place? *(Awareness of Context)*

3. **"Define Family":** Write the quote by Gloria Steinem (Footlick, 1990) on the board: "Family is content, not form." What does Gloria Steinem mean by this?

   In small groups, have students come up with definitions of what they mean by "family."

   Collect quotes, such as those in the Newsweek (1990) article, "Overheard," (SM-3), and distribute one to each pair of students.

   -How do these quotes on the family reflect the culture or the time in which they were written?
   -Can you now come up with a class definition of "family" that reflects the cultures of the group and the times in which we are living? *(Awareness of Context)*

4. **"Healthy Families":** Provide students with a historical list of five major functions of the family, as listed by Dolores Curran (1983) in *Traits of a Healthy Family:*

   a. To achieve economic survival
   b. To provide protection
   c. To pass on the religious faith
   d. To educate its young
   e. To confer status

   Ask students if this appears to be a valid list for today's families. Curran (1983) believes that the functions of today's families are relational.

   -What does that mean?
   -How many of these traits does a family have to have in order to be considered "healthy"?
   -Are there additional traits that certain ethnic, cultural groups would have?
   -Under what circumstances would it be okay for some of these traits to not be characteristic of a healthy family?

   Have students, in small groups, create their own lists of "Functions of the Family in the Late Twentieth Century." Each group member should contribute any ideas from their own culture and ethnic heritage to this list. Display lists on a bulletin board. *(Awareness of Context, Alternative Approaches)*

   Ask students what they first think of when they hear the term, "healthy family." Ask them to provide examples of families they are in, they know of, or see in the media that they consider to be healthy.

   -What characteristics do these families have in common?

   Distribute Curran's (1983) list of "Traits of a Healthy Family" to each student (SM-4).

   -Which of the characteristics mentioned by the students are consistent with the traits on the list? *(Desired Results)*

Supporting Concept B: Crisis

5. **"Family Crises":** Using the definition of Lamanna and Reidmann (1985) for "crisis": "a crucial change in the course of events, a turning point, an unstable condition in affairs," ask students to write on a 3 x 5 card one crisis they have experienced individually or in their family. Show students a list of "Examples of crises faced by families" ("Family," 1981) (SM-5), and have them think about the crisis they wrote. Does it fall into any of the categories on the list? Have students consider a single crisis (i.e., the death of a sibling) and then consider the various feelings and meanings that would differ in the crisis if the context were:

   1. The death of a stillborn sibling.
   2. A nine-year-old sibling killed in a freak car accident.
   3. A 15-year-old who died of cancer after a 2-year illness?
   4. A sibling who is 15 years older than the student as opposed to one who is 2 years older. *(Awareness of Context)*

Have students view the transparency "Family Crises: An Overview" ("Marriage," 1984) (SM-6). Discuss with students the sentence under the title which indicates that stress and crisis is normal in families.

-Under what circumstances would the "stick of dynamite" be a crisis? When wouldn't it be? *(Awareness of Context)*

Factors that determine whether or not a particular event becomes a crisis include:

a. Level of hardship caused by the situation or event.
b. Availability and use of coping resources.
c. Attitude of the family toward the event.

Using current news articles or stories, such as SM-7 "Chuck Rollins" or SM-4, "The Single Mother Experience" in the "Circumstances When Parenting Occurs" unit, ask students to read one or both and determine whether or not they would consider the event to be a crisis based on the factors listed above. Then, have students analyze the crisis they wrote down for themselves in #5, considering the factors above. *(Awareness of Context)*

6. **"Results of Crises":** David Oldfield (1987), in his book, *The Journey, A Creative Approach to the Necessary Crises of Adolescence,* describes the Chinese symbol for the word "crisis" as consisting of two parts: One part represents "danger" and the other represents "opportunity". Ask students to explain why an opportunity might be present in a crisis situation. Students should then look back at their own identified crisis on the card, and write down one danger and one opportunity that resulted from that crisis. It may be difficult for some to find "opportunities," and if so, they should just leave it blank for now. *(Awareness of Context, Desired Results)*

Supporting Concept C: Identifying Problems

7. **"Phil's Problems":** Make reference to the section in *Traits of a Healthy Family,* by Curran (1983), called "Getting Help." According to Dr. Jerry M. Lewis, "Healthy families recognize problems very well. Unhappy families never recognize problems." Recognition of when a problem is a problem is a skill that strong families develop. It can be difficult for some parents. Sometimes we can identify problems in other families more quickly than we can in our own. Show the 30-minute videotape, "Has Anyone Seen Phil?," available to all high schools from J.C. Penney Company, Inc. (1988). Ask students to identify problems that they could see in Phil's family. At this point, students could fill in problems identified on the "Practical Reasoning Think-Sheet." (SM-5 or SM-6 in the unit on "How to Introduce Practical Reasoning to Students.")

-Why might it be difficult for some parents to recognize when a problem exists?
-What messages do families send that illustrate this?

List family messages such as "Don't air your dirty laundry," "What would the neighbors think?", and so forth. Make a list on the board, which might include such things as: denial, rationalization, fear of consequences, lack of understanding of the situation, cultural differences, past experiences, and influences on the way parents were parented, and so forth. Which of these could be applied to Phil's family in the videotape?

Next, have students, in small groups, continue to use the Practical Reasoning Think-Sheet to identify some *Desired Results* for one of the problems identified in the videotape. *(Awareness of Context, Desired Results)*

8. **"Adolescent Challenges":** Students might reflect on problems identified in the family in the above exercise, or on other family problems of which they are familiar.

-What problems are unique to our society and times?
-What problems are timeless?

Hand out the exercise, "The Timeless and Unique Challenges facing Adolescents Today" (SM-8).

-Considering your own lives, what challenges do you see as being timeless?
-What ones do they see as being unique?

Encourage students to take another copy of this exercise and give it to a parent or another person of a past generation to fill in.

-What perceptions were the same? Which were different?
-How do individual family heritages and cultural differences show up in their responses?

It would be helpful to make a transparency of this form and record class discussion on a "master" list. *(Awareness of Context)*

9. **"Guest Speaker":** Invite a guest speaker from Childrens' Services Division to talk with the class about how they are able to identify families with problems that need help. *(Awareness of Context)*

10. **"Child Abuse":** Give students copies of the information sheet SM-9 ("Recognizing Child Abuse") (Children's Services Division, 1989) to read, in order to be able to identify when the problem of abuse or neglect might be occurring in a family. What are some other less obvious signs of abuse that students are aware of? After reviewing the handout, show the transparency "Signs of Abuse and Neglect" SM-10 (Children's Services Division, 1989) and ask students to copy the information on the screen, as a way of identifying factors that make this problem apparent. *(Awareness of Context)*

    Have students view the videotape, "Terrible Things My Mother Told Me," a CBS Schoolbreak Special (1988) (45 minutes). Have students identify the problem, and together, list signs of verbal or emotional abuse in the situation. What would they consider to be a desired result of the problem in this family?

    Distribute copies of "Oregon Child Abuse Reporting Law" (Children's Services Division, 1989) (SM-11) and discuss the definition of "abuse," a "child," and a "public or private official." Discuss the current policy in Oregon:

    -For what reasons is there a policy?
    -What is the policy?
    -Who is required to report child abuse?
    (Awareness of Context, Desired Results)

11. **"Divorce":** Invite a family counselor to talk with the class about how problems are identified in a marriage relationship. Follow the presentation with a "Value Questionnaire on Separation and Divorce" (Edu-game, 1975) (SM-12), having students identify what situations they would consider to be problems for their own lives, now with the family they are in, or in their future. Discuss in small groups why the factors were ranked as they were. *(Awareness of Context)*

    Have students view the video tape "Don't Divorce the Children," (1990) a program that addresses the effects of divorce on children. Ask students to identify, after viewing the tape, when parents' problems become problems for children. What are at least three ways of dealing with parent problems so that they don't become problems for children? *(Alternative Approaches)*

12. **"Step Families":** Invite a panel of step parents to discuss with the class problems that may be unique to the stepfamily situation. After hearing the points of view of panel members, have students complete the exercise "Stepfamily Frictions," (SM-13). Have a roundtable discussion of why items were ranked as they were by students. *(Awareness of Context)*

13. **"Alcoholism":** Invite a speaker in from a local alcohol/drug treatment center to talk with the students about factors that might indicate when someone has a problem with alcohol or drugs. *(Awareness of Context)*

    Give students the reading, "Children of Alcoholics" to examine problems to a family when a parent is an alcoholic (Gaskins, 1989) (SM-14). Ask students to come up with a list of problems that exist in alcoholic families. Provide students with a list of "Signs of Alcoholism" (SM-15). *(Awareness of Context)*

14. **"Alcoholic Families":** Have students view the video tape "Shattered Spirits," a film which airs periodically on CBS, involving an alcoholic family. As students view the film, have them identify people who take on the following family roles in an alcoholic family:

    a. The alcoholic.
    b. The enabler—takes irresponsible behavior of the alcoholic away from the drinker.
    c. The family hero—someone who does well in school, or who may be overachieving in order to compensate for the alcoholic behavior.
    d. The scapegoat—often gets in trouble at

school, with the law; takes the blame for and from the alcoholic.

   e. The lost child—someone who withdraws emotionally and even physically from the problem.
   f. The mascot—the family clown; tries to use humor and other methods to distract from alcoholic behavior. *(Awareness of Context)*

15. Ask students to identify how any of the problems or crises in this supporting concept (or any identified in the preceding concept) are also problems or crises of the larger society? What are the desired results for the larger society for any of the crises named? *(Awareness of Context, Desired Results)*

(**Note to the Teacher**: These are obviously only few of the crises that affect families. The basic format in this supporting concept could be used to address the identification of problems in any area of family crisis. Teachers should be encouraged to explore other family crisis with students: death, depression, suicide, birth, and so forth.)

Supporting Concept D: Strategies for Dealing with Crises

16. **"Community Resources"**: Refer again to Curran's (1983) *Traits of a Healthy Family* (SM-4), trait #15: The healthy family admits to and seeks help with problems. Two hallmarks of this trait are:

   a. The family expects problems and considers them to be a normal part of family life.
   b. The family develops problem-solving techniques.

   With those in mind, show students the transparency, "Resources to Aid in Time of Crisis" (Ryder) (SM-16). Have students provide examples of each of the sources of help that they are aware of in their own community. (Awareness of Context, Alternative Approaches)

17. **"Dealing with Crises":** Individuals react differently to crises. Response to a critical event is affected by the severity and suddenness of the blow, the type of crisis, and whether a person is hit where he or she is most vulnerable. It makes a difference to a violinist, for example, whether it is a leg or an arm that is badly hurt in a car crash.

   Explore how a family managed a crisis by interviewing a family member or friend who has managed a crisis situation, using SM-17 "Explore How A Family Managed a Crisis." *(Awareness of Context, Alternative Approaches)*

   Invite a school counselor to talk with students about effective strategies for dealing with crisis. If possible, get students to contribute ways of dealing with crisis in their own lives that they have found to be effective. As a class, make a composite list that can be distributed to all class members, and perhaps turned into a bulletin board or display in the school. Students might want to create colorful posters to hang in the school that other students might find helpful, using the strategies mentioned above. *(Alternative Approaches)*

   For each of the strategies mentioned above, and perhaps **before** they are put onto posters, and so forth, have students list a consequence of action for each of the strategies. *(Consequences of Action)*

18. **"Practical Reasoning"**: Have students bring out the Think-Sheets that were used earlier in the unit, Directed Activity #7). For the problems and desired results identified, students should now begin filling in alternative approaches and consequences of action for each approach. [This activity could also take place later, as the unit progresses further]. *(Alternative Approaches, Consequences of Action)*

Supporting Concept D.1: Self-Help Skills

19. **"Handling Conflict"**: Show the video tape: "Face to Face" from the "On the Level" series (1980). This tape involves an open-ended situation where a high school student needs to handle conflict and deal with a crisis. Have students discuss their reactions to how the main character, Alice, dealt with the crisis in her life. Then have students complete SM-18, "How Do You Handle Conflict?" (VanNess, 1980). Discuss the five styles listed for dealing with crisis. Which might be most effective, and why? *(Alternative Approaches, Consequences of Actions)*

20. **"Comfort Yourself"**: Often in crisis situations, people find they need to help themselves. David Oldfield (1987), in his work with adolescents in

Washington, D.C., feels that because *adolescence* itself is a time of crisis, this age group needs to be able to deal with these crises of adolescence within themselves. Have the students complete exercise SM-19, "Comforting Yourself" (Oldfield, 1987) to investigate ways that we can help ourselves through a crisis situation. Ask students to share some of their "comforts" with others to gain a broad perspective of these strategies. Ask students to list consequences of using each of the comforts on the back of this exercise. *(Alternative Approaches, Consequences of Actions)*

21. **"Managing Crises":** Have students consider their personal ability to manage a crisis, by completing exercise SM-20 ("Assess Personal Ability to Manage a Crisis") (Sasse, 1978). Stress to students that because each of us is an unique individual, each of us may choose a unique method of dealing with a crisis: what works well for one person may not necessarily work as well for another. [Optional: Discuss results of this exercise as a class.] *(Alternative Approaches, Consequences of Actions)*

22. **"Coping with Change":** In addition to choosing different methods of dealing with crisis we each have our own unique ability to be able to adapt to change. If we can manage well, we may be able to prevent some crises from occurring. Have students complete SM-21 "Personal Ability to Cope with Change." *(Desired Results, Consequences of Actions)*

23. **"Family Communication":** If possible, obtain materials from the program "Preparing for the Drug (Free) Years" (Contact the Office of Alcohol and Drug Abuse Programs for further information.) The preventative approach deals with the crisis of drug abuse in families by increasing communication among family members. Students may want to take these materials home and talk about them in their own families. *(Alternative Approaches, Consequences of Actions, Desired Results)*

24. **"Being a Friend":** Just being a friend is an often mentioned way of helping another person deal effectively with a crisis. Give students the case study, "Susan, May I Help?" (SM-22), as an example of helping others deal effectively with crisis. *(Alternative Approaches, Consequences of Actions)*

25. **"Being a Parent in Crisis":** Help students consider how family crises affect parenting by having them complete SM-23, "The Conversation." When completed, collect "conversations" and read some to the class for discussion. *(Alternative Approaches)*

Supporting Concept D.2: Getting Help

26. **"Resources"**: Read to the students from Dolores Curran's (1983) *Traits of a Healthy Family:*

> Healthy families aren't afraid to turn to support groups or professionals when they think they need them. They don't try to be self-supporting in all ways. They aren't afraid of stigmas and fingerpointing if they attend a group or seek some help. I find that it is much more difficult for families in small towns to seek this kind of support because of an ingrained attitude passed on from generation to generation that says good families don't need help.
>
> Today's good families believe just the opposite. They know they need help at times, and they aren't afraid or embarrassed to seek it out because their families mean more to them than their community status.

Ask students to think about a problem or a crisis that their family has faced. Did the family use any outside resources to help them with that problem? Why or why not? If students have information about previous generations of their families, it would be helpful to think how those generations might have influenced attitudes on whether or not to get help with family problems.

-How does our culture influence our attitudes in this way? *(Awareness of Context)*

27. **"Where to go for help":** Discuss the many sources of help to families with crisis in your own community. Use transparencies "Help Comes From All Directions" (SM-24, SM-25, SM-26) to get students to think about what and where some of those resources are. As you show the transparencies, have students provide examples of support groups, professionals, etc. on the national, state, and local levels, as well as clubs and professionals they know to be helpful in their community. *(Awareness of Context)*

Invite a series of speakers in from a variety of sources that would be helpful to students. Begin with ones who are close to them, such as school counselors, and then move to the larger community to bring in professionals from such places as a women's crisis center, Al-Anon/Alateen, Toughlove, Childbirth Education Associations, and so forth. Ask the speakers to discuss with students the services they can provide to families, including costs and other requirements, in addition to how people might contact them for help. Try to base this series of speakers on the kinds of crises that students identified from themselves earlier in this unit. *(Alternative Approaches, Consequences of Actions)*

28. **"Agencies":** Ask students to compile a list of helpful agencies and other resources for families experiencing a crisis, by looking through local newspapers and the yellow pages of the phone book. Students may want clarification of what some of these resources can provide, and should be encouraged to call the phone numbers provided for further information. Then have students complete, "Agencies Available to Help in Time of Crisis" (SM-27). Students should list at least two agencies, and phone numbers for those agencies, for each of the crises listed. A list of toll-free telephone numbers and hotlines accessible to anyone in Oregon is listed on SM-28 "Toll-Free Numbers." *(Alternative Approaches)*

29. **"Book Review":** Assign students a library project to go to the school or public library to investigate books that might serve as good resources for families in crisis. Have students choose a book and prepare a short presentation for the class on what the book is about and how it might be helpful in a particular crisis. If time does not permit students to be able to actually read the books for review, they could research book reviews on similar books, and report their findings to the class. *(Alternative Approaches, Consequences of Actions)*

30. **"Case Studies":** To "tie" together the concepts in this unit, assign students to:

    a. Read and respond to a sample case study involving a family crisis (SM-29, "Bill and Lynne").

    b. Write a story about a person or family facing a crisis. Teachers should assign crises to students, or they may choose to pick their own. For the story, students may use a real situation (changing names, of course) or they may make up all characters and details. Students should give all their characters names and tell the reader a little about them to bring the case study "to life." Writers should not include an "ending" to the story, even if they know how the story ends. In other words, don't tell how the crisis was overcome or how the problem was solved.

    Students should then exchange case studies with each other. Using a practical reasoning "Think-Sheet, readers should follow the practical reasoning process to determine a desired result, awareness of consequences, alternative approaches, and consequences of actions. *(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)*

RESOURCES:

Books and Periodicals:

Curran, D. (1983). *Traits of a healthy family*. San Francisco, CA: Harper and Row.

Edu-Game. (1975). Creative Classroom Activity.

Family life curriculum, consumer and homemaking, vol. II, (1981). Utah Office of Education.

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Lamanna, M.A., Reidmann, A. (1985). *Marriages and families*. pp. 554-573. Belmont, Ca: Wadsworth Publishing Company.

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Ryder, V. (1989). *Contemporary Living*. pp. 300-303. South Holland, IL: The Goodgeart-Wilcox Company, Inc.

Sasse, C.R. (1978). Person to person student guide.

Satir, V., (1988) *The new peoplemaking*, Mountain View, CA: Science and Behavior Books, Inc.

(1989, May 21) "Second Chances" studies children of divorce. *Statesman-Journal*.

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(1981). Family life curriculum, consumer and homemaking II, Utah office of Education, Salt Lake City, Utah

Division on Voc-Tech Ed. in cooperation with Shelby State Community College. An instructor's guide for family living and parenthood education. Memphis, TN: State of Tennessee Department of Education.

Films, Filmstrips, and Videos:

(1990). "Don't divorce the children." [Video] Lifetime cable television production.

(1980). Face to face. [video] "On the Level" series, Agency for Instructional Technology.

(1989). "Has anybody seen Phil?" [Video] J.C. Penney Co., Inc.

(1988). "Terrible things my mother told me." [Video] CBS School Break Special.

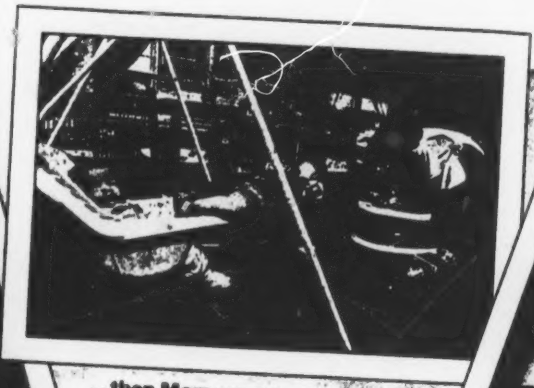
Other:

Children's Services Division
Department of Human Resources
State of Oregon
198 Commercial Street SE
Salem, Oregon 97310

Office of Alcohol and Drug Abuse Programs
Department of Human Resources
1178 Chemeketa Street NE
Salem, Oregon 97310-0520
(503) 378-2163

Newsweek
Introduction

The Nelsons were the norm . . .



. . then Mom went to work . . .

. . . or had to go it alone.

What HAPPENED To The Family?

By Jerrold K. Footlick

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Seniors helped each other . . .

. . . and stepfamilies stuck together . . .

. . . as family firms have always d

THE AMERICAN FAMILY DOES NOT EXIST. RATHER, WE ARE CREATING MANY AMERICAN FAMILIES, OF DIVERSE STYLES AND SHAPES. IN UNPRECEDENTED

NUMBERS, OUR FAMILIES ARE UNALIKE: WE HAVE FATHERS WORKING WHILE MOTHERS KEEP HOUSE; FATHERS AND MOTHERS BOTH WORKING AWAY FROM HOME; SINGLE PARENTS; SECOND MARRIAGES BRINGING CHILDREN TOGETHER FROM UNRELATED BACKGROUNDS; CHILDLESS COUPLES; UNMARRIED COUPLES, WITH AND WITHOUT CHILDREN; GAY AND LESBIAN PARENTS. WE ARE LIVING THROUGH A PERIOD OF HISTORIC CHANGE IN AMERICAN FAMILY LIFE.

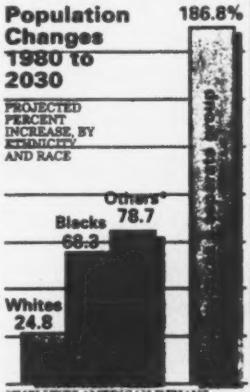
Gay parents redefined the family . . .

. . . while youth postponed adulthood.

Day care for the elderly . . .

The New Mix

Minorities are outpacing whites. (Note: Census counts Hispanics as an ethnic group, not a race.)



Population Changes 1980 to 2030

PROJECTED PERCENT INCREASE, BY ETHNICITY AND RACE

*INCLUDES AMERICAN INDIANS, ESKIMOS PLUS ALEUTS, ASIAN AND PACIFIC ISLANDERS
SOURCE: U.S. CENSUS BUR., BASED ON MIDDLE SERIES OF PROJECTIONS

ALL CHARTS BY MEREDITH HAMILTON—NEWSWEEK

The upheaval is evident everywhere in our culture. Babies have babies, kids refuse to grow up and leave home, affluent Yuppies prize their BMWs more than children, rich and poor children alike blot their minds with drugs, people casually move in with each other and out again. The divorce rate has doubled since 1965, and demographers project that half of all first marriages made today will end in divorce. Six out of 10 second marriages will probably collapse. One third of all children born in the past decade will probably live in a stepfamily before they are 18. One out of every four children today is being raised by a single parent. About 22 percent of children today were born out of wedlock; of those, about a third were born to a teenage mother. One out of every five children lives in poverty; the rate is twice as high among blacks and Hispanics.

Most of us are still reeling from the shock of such turmoil. Americans—in their living rooms, in their boardrooms and in the halls of Congress—are struggling to understand what has gone wrong. We find family life worse than it was a decade ago, according to a NEWSWEEK Poll, and we are not sanguine about the next decade. For instance, two thirds of those polled think a family should be prepared to make "financial sacrifices so that one parent can stay home to raise the children." But that isn't likely to happen. An astonishing two thirds of all mothers are in the labor force, roughly double the rate in 1955, and more than half of all mothers of infants are in the work force.

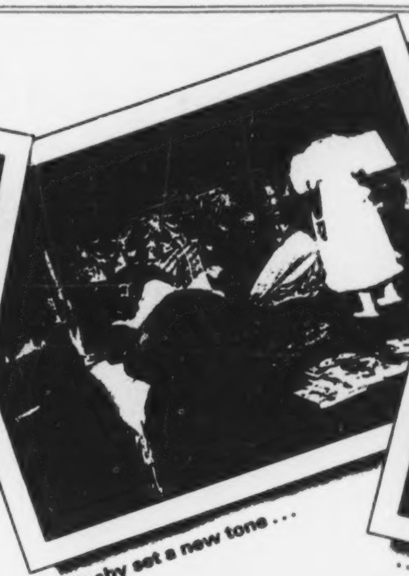
Parents feel torn between work and family obligations. Marriage is a fragile institution—not something anyone can count on. Children seem to be paying the price for their elders' confusion. "There is an increasing understanding of the emotional cost of having children," says Larry L. Bumpass, a University of Wisconsin demographer. "People once thought parenting ended when their children were 18. Now they know it stretches into the 20s and beyond." Divorce has left a devastated generation in its wake, and for many youngsters, the pain is compounded by poverty and neglect. While politicians and psychologists debate cause and solution, everyone suffers. Even the most traditional of families feel an uneasy sense of emotional dislocation. Three decades ago the mother who kept the house spotless and cooked dinner for her husband and children each evening could be confident and secure in her role. Today, although her numbers are still strong—a third of mothers whose children are under 18 stay home—the woman who opts out of a paycheck may well feel defensive, undervalued, as though she were too incompetent to get "a real job." And yet the traditional family retains a profound hold on the American imagination.

The historical irony here is that the traditional family is something of an anomaly. From Colonial days to the mid-19th century, most fathers and mothers worked side by side, in or near their homes, farming or plying trades. Each contributed to family income, and—within carefully delineated roles—they shared the responsibility of child rearing. Only with the advent of the Industrial Revolution did men go off to work in a distant place like a factory or an office. Men alone began producing the family income; by being away from home much of the time, however, they also surrendered much of their influence on their children. Mothers, who by social custom weren't supposed to work for pay outside the home, minded the hearth, nurtured the children and placed their economic well-being totally in the hands of their husbands.

Most scholars now consider the "breadwinner-homemaker" model unusual, applicable in limited circumstances for a limited time. It

PHOTOS PREVIOUS PAGES (FROM LEFT) BY: DICK MILLER—GLOBE PHOTO, GERD LUDWIG, STEPHEN SHAMES—VISIONS, TOM IVES, LORI ADAMSKI-PEEK, ARLENE GOTTFRIED

. . . imitated day care for children.



Cosby set a new tone . . .

. . . for the new working family.

was a distinctly white middle-class phenomenon, for example; it never applied widely among blacks or new immigrants, who could rarely afford to have only a single earner in the family. This model thrived roughly from 1860 to 1920, peaking, as far as demographers can measure, about 1890. Demographers and historians see no dramatic turning point just then, but rather a confluence of social and economic circumstances. Husbands' absolute control of family finances and their independent lives away from home shook the family structure. A long recession beginning in 1893 strained family finances. At the same time, new attention was being paid to women's education. Around this period, the Census Bureau captured a slow, steady, parallel climb in the rates of working women and divorce—a climb that has shown few signs of slowing down throughout this century.

The years immediately after World War II, however, seemed to mark a reaffirmation of the traditional family. The return of the soldiers led directly to high fertility rates and the famous baby boom. The median age of first marriage, which had been climbing for decades, fell in 1956 to a historic low, 22.5 years for men and 20.1 for women. The divorce rate slumped slightly. Women, suddenly more likely to be married and to have children, were also satisfied to give up the paid jobs they had held in record numbers during the war. A general prosperity made it possible for men alone to support their families. Then, by the early '60s, all those developments, caused by aberrational postwar conditions, reverted to the patterns they had followed throughout the century. The fertility rate went down, and the age of first marriage went back up. Prosperity cycled to recession, and the divorce rate again rose and women plunged back heartily into the job market. In 1960, 19 percent of mothers with children under 6 were in the work force, along with 39 percent of those with children between 6 and 17. Thus, while the Cleaver family and Ozzie and Harriet were still planting the idealized family deeper into the national subconscious, it was struggling.

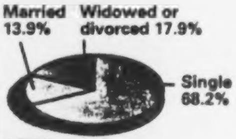
Now the tradition survives, in a way, precisely because of Ozzie and Harriet. The television programs of the '50s and '60s validated a family style during a period in which today's leaders—congressmen, corporate executives, university professors, magazine editors—were growing up or beginning to establish their own families. (The impact of the idealized family was further magnified by the very size of the postwar generation.) "The traditional model reaches back as far as personal memory goes for most of those who [currently] teach and write and philosophize," says Yale University historian John Demos. "And in a time when parents seem to feel a great deal of change in family experience, that image is comfortingly solid and secure, a counterpoint to what we think is threatening for the future."

We *do* feel uneasy about the future. We have just begun to admit that exchanging old-fashioned family values for independence and self-expression may exact a price. "This is an incendiary issue," says Arlie Hochschild, a sociologist at the University of California, Berkeley, and author of the controversial book "The Second Shift." "Husbands, wives, children are not getting enough family life. Nobody is. People are hurting." A mother may go to work because her family needs the money, or to afford luxuries, or because she is educated for a career or because she wants to; she will be more independent but she will probably see less of her children. And her husband, if she has a husband, is not likely to make up the difference with the

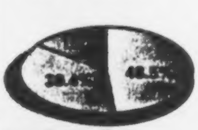
More Married Women Work

Now more women work than don't, and of those women who do work, most are married.

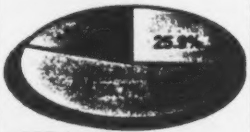
Women in the Work Force



1890 total:
18.9% of women



1940 total:
27.4% of women



1987 total:
56% of women

*INCLUDES WOMEN WHO ARE SEPARATED

SOURCE: U.S. CENSUS BUREAU

PHOTOS (FROM LEFT) BY: GREG SAILOR, JODI BUREN, CHARLES GUPTON, GERD LUDWIG, JACQUES CHENET—NEWSWEEK, DANA FINEMAN—SYGMA

For Better or Worse?

Americans are worried about the shape of the family; they don't think it's in good shape and they don't approve of some of the shapes it has taken: a stay-at-home parent is preferred, divorce acceptable, gay marriages not legitimate.

Is the American family better off or worse off than it was 10 years ago?

49% Worse **39%** Better

Will the American family be better off or worse off 10 years from now?

42% Better **42%** Worse

Which do you feel is more important for a family these days?

68%	To make some financial sacrifices so that one parent can stay home to raise the children
27%	To have both parents working so the family can benefit from the highest possible income

When husbands and wives with young children are not getting along, should they stay together for the sake of the children? Or should they separate rather than raise the children in a hostile atmosphere?

70% Separate **24%** Stay together

Which one of these family concerns causes you to worry the most?

21%	Finding and paying for good health care
17%	Keeping up with housing costs/payment
16%	Paying for children's college tuition
12%	Financing your retirement
9%	Getting good day care for children
9%	Taking care of elderly, ailing parents

Do you think the provisions and funding of government programs for the elderly, such as Medicare and social security, are adequate to meet your needs now or in the future?

68% No **28%** Yes

Should unmarried couples, including homosexual couples, have the same legal rights as married couples?

	Yes	No
Unmarried couples	**33%**	**61%**
Homosexual couples	**23%**	**69%**

For this NEWSWEEK Poll, The Gallup Organization interviewed a national sample of 757 adults by phone Oct. 1-4. The margin of error is plus or minus 4 percentage points. Some "Don't know" and other answers omitted. The NEWSWEEK Poll © 1989 by NEWSWEEK, Inc.

We grow up and marvel at what we can accomplish, and the human beings we can produce

children. We want it both ways. We're glad we live in a society that is more comfortable living with gay couples, working women, divorced men and stepparents and single mothers—people who are reaching in some fashion for self-fulfillment. But we also understand the value of a family life that will provide a stable and nurturing environment in which to raise children—in other words, an environment in which personal goals have to be sacrificed. How do we reconcile the two?

The answer lies in some hard thinking about what a family is for. What do we talk about when we talk about family? Many of us have an emotional reaction to that question. Thinking about family reminds us of the way we were, and the way we dreamed we might be. We remember trips in the car, eager to find out whose side of the road would have more cows and horses to count. We remember raking leaves and the sound of a marching band at the high-school football game. We remember doing homework and wondering what college might be like. It was not all fun and games, of course. There were angry words spoken, and parents and grandparents who somehow were no longer around, and for some of us not enough to eat or clothes not warm enough or nice enough. Then we grow up and marvel at what we can accomplish, and the human beings we can produce, and we sometimes doubt our ability to do the things we want to do—have to do—for our children. And live our own lives besides.

Practical considerations require us to pin down what the family is all about. Tax bills, welfare and insurance payments, adoption rights and other real-life events can turn on what constitutes a family. Our expectations of what a family ought to be will also shape the kinds of social policies we want. Webster's offers 22 definitions. The Census Bureau has settled on "two or more persons related by birth, marriage or adoption who reside in the same household." New York state's highest court stretched the definition last summer: it held that the survivor of a gay couple retained the legal rights to an apartment they had long shared, just as a surviving husband or wife could. Looking to the "totality of the relationship," the court set four standards for a family: (1) the "exclusivity and longevity of a relationship"; (2) the "level of emotional and financial commitment"; (3) how the couple "conducted their everyday lives and held themselves out to society"; (4) the "reliance placed upon one another for daily services." That approach incenses social critic Midge Decter. "You can call homosexual households 'families,' and you can define 'family' any way you want to, but you can't fool Mother Nature," says Decter. "A family is a mommy and a daddy and their children."

A State of California task force on the future of the family came up with still another conclusion. It decided a family could be measured by the things it should do for its members, which it called "functions": maintain the physical health and safety of its members; help shape a belief system of goals and values; teach social skills, and create a place for recuperation from external stresses. In a recent "family values" survey conducted for the Massachusetts Mutual Insurance Co., respondents were given several choices of family definitions; three quarters of them chose "a group who love and care for each other." Ultimately, to appropriate U.S. Supreme Court Justice Potter Stewart's memorable dictum, we may not be able to define a family, but we know one when we see it.

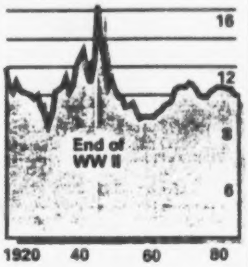
We enter the 21st century with a heightened sensitivity to family issues. Helping parents and

Vows Pledged, Vows Broken

Excluding the war, marriage rates have kept constant, while divorce rates have almost tripled.

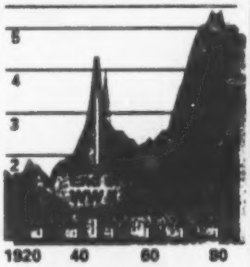
Marriage Rates

PER 1,000 PEOPLE



Divorce Rates

PER 1,000 PEOPLE



SOURCES: U.S. CENSUS BUREAU, NATIONAL CENTER FOR HEALTH STATISTICS

children is a bottom-line concern, no longer a matter of debate. Economists say the smaller labor force of the future means that every skilled employee will be an increasingly valuable asset; we won't be able to afford to waste human resources. Even now companies cannot ignore the needs of working parents. Support systems like day care are becoming a necessity. High rates of child poverty and child abuse are everybody's problem, as is declining school performance and anything else that threatens our global competitiveness. "By the end of the century," says Columbia University sociologist Sheila B. Kamerman, "it will be conventional wisdom to invest in our children."

Those are the familiar demographic forces. But there are other potential tremors just below the surface. By 2020, one in three children will come from a minority group—Hispanic-Americans, African-Americans, Asian-Americans and others. Their parents will command unprecedented political clout. Minorities and women together will make up the majority of new entrants into the work force. Minority children are usually the neediest among us, and they will want government support, especially in the schools. At about the same time, many baby boomers will be retired, and they will want help from Washington as well. Billions of dollars are at stake, and the country's priorities in handing out those dollars are not yet clear. After all, children and the elderly are both part of our families. How should the government spend taxpayers' dollars—on long-term nursing care or better day care?

So far, the political debate on family issues has split largely along predictable ideological lines. Conservatives want to preserve the family of the '50s; they say there has been too much governmental intrusion already, with disastrous results. Their evidence: the underclass, a veritable caste of untouchables in the inner cities where the cycle of welfare dependency and teenage pregnancy thwarts attempts at reform. Liberals say government can and should help. We can measure which programs work, they say; we just don't put our money and support in the right places. Enrichment programs like Head Start, better prenatal care, quality day care—no one questions the effectiveness of these efforts. And liberals see even more to be done. "We have a rare opportunity to make changes now that could be meaningful into the next century," says Marian Wright Edelman, president of the Children's Defense Fund. But many elements that liberals would like to see on a children's agenda are certain to generate bitter political controversy. Among some of the things that could be included in a national family policy:

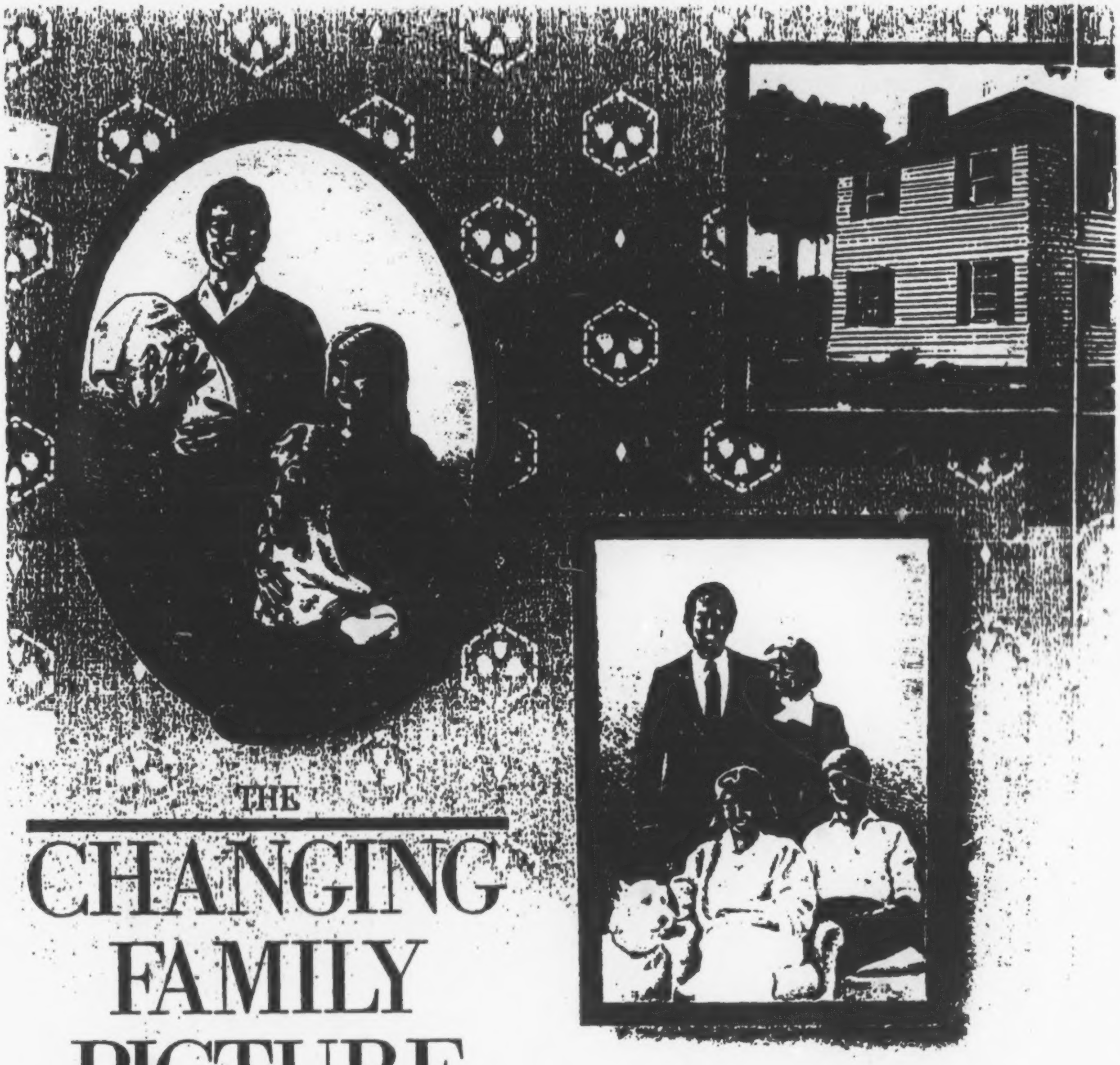
- Child and family allowances with payments scaled to the number of children in each family;
- Guarantees to mothers of full job protection, seniority and benefits upon their return to work after maternity leave;
- Pay equity for working women;
- Cash payments to mothers for wages lost during maternity leave;
- Full health-care programs for all children;
- National standards for day care.

Our legacy to the future must be a program of action that transcends ideology. And there are indications that we are watching the birth of a liberal/conservative coalition on family issues. "Family issues ring true for people across the political spectrum," says David Blankenhorn, president of the Institute for American Values, a New York think tank on family policy issues. "The well-being of families is both politically and culturally resonant; it is something that touches people's everyday lives." The government is already responding to the challenge in some ways. For example, President George Bush agreed at the recent Education Summit to support increased funding for Head Start, which is by common consent the most successful federal program for preschoolers, yet now reaches only 18 percent of the eligible children.

These issues will occupy us on a national level well into the next century. Yet in our everyday lives, we have begun to find solutions. Some mothers, torn between a desire to stay home with their children and to move ahead in their careers, are adopting a style known as sequencing. After establishing themselves in their career or earning an advanced degree, they step off the career ladder for a few years to focus on children and home. When children reach school age, they return to full-time jobs. Others take a less drastic approach, temporarily switching to part-time work or lower-pressure jobs to carve out more time with their young children. But renewing careers that have been on hiatus is not easy, and women will always suffer vocationally if it is they who must take off to nurture children. There is, obviously, another way: fathers can accept more home and family responsibilities, even to the point of interrupting their own careers. "I expect a significant change by 2020," says sociologist Hochschild. "A majority of men married to working wives will share equally in the responsibilities of home." Perhaps tradition will keep us from ever truly equalizing either child rearing or ironing—in fact, surveys on chore sharing don't hold much promise for the harried working mother. But we have moved a long way since the 1950s. And just because we haven't tried family equality yet doesn't mean we won't ever try it.

That's the magic for American families in the 21st century: we can try many things. As certainly as anything can be estimated, women are not going to turn their backs on education and careers, are not going to leave the work force for adult lives as full-time homemakers and mothers. And the nation's businesses will encourage their efforts, if only because they will need the skilled labor. Yet Americans will not turn their backs completely on the idealized family we remember fondly. Thus, we must create accommodations that are new, but reflect our heritage. Our families will continue to be different in the 21st century except in one way. They will give us sustenance and love as they always have.

With ELIZABETH LEONARD



THE CHANGING FAMILY PICTURE

There was a time when we all knew what a family was—or thought we knew. But today's blended families and many other family arrangements make folks wonder just what *is* a family? A *real* family?

Listen as Roger, 15, and his sister Connie, 17, show the family pictures to a friend.

by Cheryl Mead and Terry Caine

Friend: So who are all those people?

Rog: Uh, the picture top left is Mom and Dad with the two of us when we were little.

Connie: Right. He's our *real* father. The picture next to it is our house when we first bought it.

Rog: Dad moved away when I was eight. We miss him.

Connie: The one at bottom left we took last month.

Friend: Who's the guy with your mom?

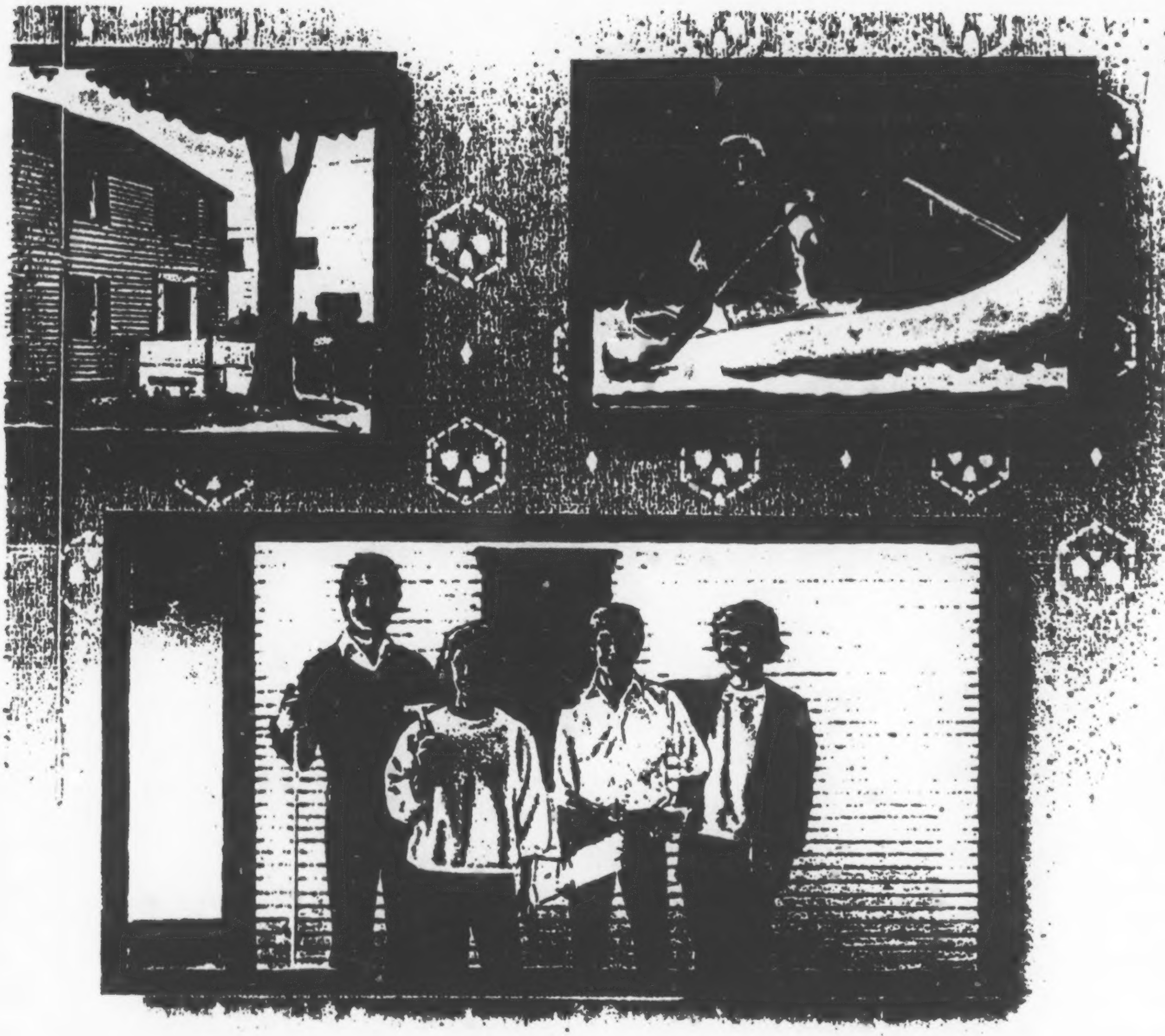
Rog: That's Gary.

Connie: He and Mom got married a couple of years ago. I like him.

Rog: Mom lets him tell us what we can do *too* much.

Connie: You wouldn't have passed math without him. And what about—

Mead, C. & Caine, T. (1986, December). The changing family picture. Choices, pp. 6-10.



Friend: This looks like fun. Where is it?

Rog: Up North—Gary and I took a canoe trip last August. You should see me start a fire . . .

Connie: . . . actually, he burned down the tent.

Rog (*ignoring her*): And we tracked a moose. Gary knows the whole outdoor thing.

Connie: And here we are building a new front porch after lightning hit the old one . . .

Friend: . . . with Gary again. You're lucky to have a dad like Gary.

Rog: Gary's not our dad. I mean, not our *real* dad.

Friend: He isn't? I don't mean to be mean, but if Gary isn't your dad, what is he? A duck?

Connie: Well—he does *act* like a dad.

Rog: But what about Dad? They can't both be our father. You can't have two fathers, right?

Connie: Maybe we do have two dads—and two families.

Rog: I don't *want* two families.

Connie: I don't *want* to be five-foot-zero inches tall, but I am.

Rog: You shouldn't worry so much about your shrimp-sized body. It'll do.

Connie: Gee, thanks.

Rog: You should worry about your shrimp-sized brain.

As we were saying, just what does make *real* family?

Ask yourself—nex page.

ILLUSTRATIONS: DORON BEN-AMI

Ask Yourself . . . What is a Family?

Our invented characters, Rog and Connie (previous page), aren't sure what a family is. Nor are they sure how they should relate to changes in their family. But they're not alone. These days a lot of us find ourselves living in an arrangement that, well, looks like a family and acts like a family; yet we don't define it as a family.

So what is a family, anyway? To assess your own beliefs about family, try answering these questions. Remember: These questions aim to help you examine your own beliefs. You won't be scored "right" or "wrong." And if you don't know the answers to the question, just mark "don't know."

	TRUE	FALSE	DON'T KNOW
1. Biologically related people are family members	☐	☐	☐
2. A marriage ceremony turns two nonrelated people into a family	☐	☐	☐
3. Adopted kids are real family members	☐	☐	☐
4. A person can be a member of more than one family	☐	☐	☐
5. Families are made up of parents and their children living together	☐	☐	☐
6. Children living with an uncle and an aunt are part of a family	☐	☐	☐
7. A divorced father's girlfriend can be part of his children's family	☐	☐	☐
8. A divorced father's second wife can be part of his children's family	☐	☐	☐
9. Different societies have different ideas about what makes a good family	☐	☐	☐
10. Parents provide food and shelter for their children	☐	☐	☐
11. Recreation—going to ball games, playing board games—is part of family life	☐	☐	☐
12. Family members love and care for each other, look out for each other	☐	☐	☐
13. Children learn how to behave in our society from their parents	☐	☐	☐
14. Parents are expected to reward and discipline children	☐	☐	☐
15. Family members share in providing an income, handling chores, and meeting each others' material needs	☐	☐	☐
16. Family membership goes on for a long time: You're not a family member because you dropped in for a week or a month	☐	☐	☐

Done? Look at the questions again. Some define family by "relatedness": by birth or by marriage. Others define family by "function"—teaching and nurturing children, for example. Did you tend more often to check the "relatedness" or the "function" definitions?

THE CHANGING FAMILY PICTURE

What *is* a family, anyway? Your first answer might be: a mom, a dad, and kids. But wait. Does that cover all the families you know? What about Rog, his mom, his dad and stepdad, and his sister? Are they a family? Are any one of them not part of Rog's family? And what about a single mom and her kids? Or a husband and wife with no kids? Aren't they families?

When you really start to think about it, defining what a family is isn't so easy. Experts have been trying to do it for years. George Peter Murdock, an anthropologist, wrote a classic book about families nearly 40 years ago. He said a family was a husband and a wife who have children (their own or adopted) and live together under one roof. But when you think about it, that leaves out single moms and dads and their kids.

Later on, anthropologist C.F. Hockett said a family can be just a mother and her children (natural or adopted). But that definition leaves out all the fathers who raise their children alone. It also leaves out children raised by their grandparents or by a father and stepmother.

FAMILIES IN DIFFERENT CULTURES

One of the reasons it is hard to define the family is because the form the family takes can be quite different and changes from country to country, and from century to century. Take, for example, the Langos of Africa. Their families are polygamous (the husband has more than one wife). In the Lango culture, the family that is most respected is the family that has the most wives and children. And *everyone*—the wives, the children, and the husband—helps gather the food. The Langos believe it is best to have many in the family because it is hard to find food. The more people working at it, the better the chances are of finding enough.

In nineteenth-century China, the average family had 80 members living in several connecting houses on one tract of land. The family included the mother, the father, the unmarried and married kids, the grandparents, and all the uncles, aunts, and cousins. This is called the "extended family." Their economy was mostly agricultural, and everyone helped farm the land. Again, like the Langos, the Chinese felt the bigger the family, the easier it was to survive.

HOW THE FAMILY PICTURE HAS CHANGED

It wasn't only faraway cultures that believed in large families. In Colonial America, an extended family often lived in the same house, usually on a farm. A 1790 census showed the average household had six people. Often the grandparents, parents, and children all lived under one roof. Families lived together for many reasons: There was safety in numbers, and they could share all the hard work that had to be done—chopping enough wood to last the winter, milking the cows, farming the land.

Today, the family is very different. A 1984 U.S. census shows that an average household has 2.4 members. Many families live in small city apartments or houses. And the families are smaller, too, because when the children grow up, they move away and live in their own homes. Grandparents also live away—often in retirement communities. Divorce has also changed the family picture. Many more families are headed by a single parent or by a parent and a stepparent.

Today's different kinds of families can cause some confusion. Like Rog, sometimes the kids don't know what to call a stepparent. Though the stepparent may live with the family, pitch in to help provide money, help raise the kids (offering them everything from affection to discipline—teaching them how to catch a fish or how to repair a car), the kids still may say, "He's not my *real* father," or "She's not my *real* mother."

But if stepparents aren't real, does that mean they are make-believe? Or that they don't exist at all? Or can a kid have two fathers? Or two mothers? Professor Kay Clayton (chair of the Department of Family Life Studies and Home Economics Education at the University of South-

ern Mississippi) says, "A child *can* have two fathers or mothers, and many do. For example, a child can have a biological father who has moved out *and* a second father [stepfather or other male] who is there doing the job of caregiving. Sometimes the stepparent can be more of a 'real' parent than the biological one."

Defining today's family is tough, but the members of the American Home Economics Association (AHEA) has come up with a definition that tries to cover all the possibilities. They say a family is a group of people who:

- **Are committed to each other's well being over a period of time.** *Over a period of time* is the important thing here. It means that to be a family member, a person has to care a lot and for a long time. According to AHEA, a person isn't considered a member of a family if he or she moves in for a little while, then moves out again and stops contributing.

- **Share financial responsibilities, chores, and decision making.** This includes caring for children—nurturing, love, and discipline.

- **Have some of the same values and goals,** and help each other stick to their values and reach their goals. (A "goal" could include a commitment to get the kids through college, or a commitment to work and save for a house.)

- **Share day-to-day activities**—for example, play, talk, eat meals, and spend holidays together. All these activities help strengthen family members' bond to each other.

A family can also have people who are "blood" or biological relatives and some who are not, and they don't necessarily have to live together under one roof. A godmother or godfather or even a close friend can be a member of a family, if he or she fits the four points above.

What do you think of this definition of family? Does it fit your family? Go back to the quiz and take it again. Then compare the answers you gave the first time you took the quiz with the second time you took it. Are any of your answers different? Perhaps after reading this article you have some new ideas about what a family is. **C**

FAMILY FORMS

Professors of home economics in the field of family relations and sociologists have broken the family up by the several different forms it can take.

- **The nuclear family.** This is what most people think of when they think of family—a mom, a dad, and kids (biological or adopted). "But though many think of this as the most common family form, it really isn't," says Elizabeth B. Goldsmith, associate professor at the Department of Home and Family Life, Florida State University, Tallahassee, FL. (A recent U.S. Census Bureau report shows that only 39 percent of all families are nuclear.)
- **The single-parent family.** This consists of one parent, most often the mother but sometimes the father, living with the children under one roof. According to the Census Bureau, 11 percent of all families are headed by single parents—90 percent, moms; 10 percent, dads.
- **The blended family.** "Sometimes the single parent remarries, and sometimes the new husband or wife has children from a previous marriage," explains Sarah Anderson, assistant professor at the Department of Family Relations, Oklahoma State, University, Steelwater, OK. "This new family is called a blended family—a parent, a stepparent, and their children living together."
- **The cooperative family.** Sometimes adults, say two best friends who are divorced with children, move in together and share living expenses, household chores, and the job of raising the children. "You've seen such a family on the TV show *Kate and Allie*," says Professor Anderson. "This is called a cooperative family because the members *cooperate* to help each other, even though they may not be related." People who live in group homes, or in communes may be members of a cooperative family.
- **The extended family** is made up of a nuclear family *plus* all the uncles, aunts, grandparents, cousins, and other relatives.

YOUR TURN

1. Is a family "real" only if its members are all related by birth or by marriage?

2. Say that Marie's mother died when Marie was young, and a neighbor has helped out for 15 years—helping Marie learn how to choose clothes, talking with her about friends and boyfriends, helping with homework when Marie's dad couldn't get home from work, and so on. Is the neighbor part of Marie's family?

3. Go back to Roger, on pages 6 and 7. Rog calls his "birth parent" his "real" dad. Does that imply that Gary is somehow "not real"? What *is* Gary, anyway? (Don't answer, "A duck"—please.)

4. Why do you suppose young people often refer to their birth parents as "real" parents? (Loyalty? Belief that the stepparent isn't important? Is blood, in the end, most important? Another reason . . .?)

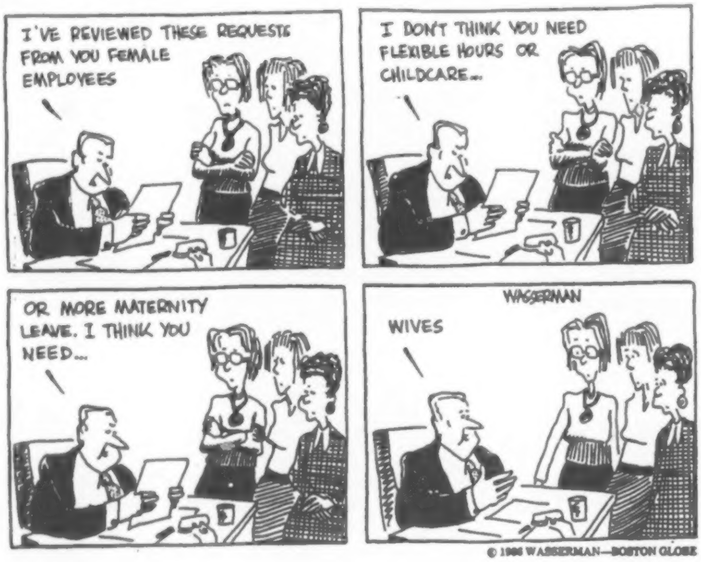
Newsweek
Perspectives

OVERHEARD

"I don't think there *is* one, unless they stop taking car trips together."

Columnist DAVE BARRY, *asked to speculate on the future of the American family*

FRANK & ERNEST® by Bob Thaves


I'VE REVIEWED THESE REQUESTS FROM YOU FEMALE EMPLOYEES
I DON'T THINK YOU NEED FLEXIBLE HOURS OR CHILDCARE...
OR MORE MATERNITY LEAVE. I THINK YOU NEED...
WASSERMAN
WIVES

© 1989 WASSERMAN—BOSTON GLOBE

"Slumped there in your favorite chair, with your nine drinks lined up on the side table in soldierly array, and your hand never far from them, and your other hand holding on to the plump belly of the overfed child, and perhaps rocking a bit, if the chair is a rocking chair as mine was in those days, then it is true that a tiny tendril of contempt—strike that, *content*—might curl up from the storehouse where the world's content is kept, and reach into your softened brain and take hold there, persuading you that this, at last, is the fruit of all your labors, which you'd been wondering about in some such terms as, 'Where is the fruit?' "

DONALD BARTHELME, *in his short story "Critique de la Vie Quotidienne"*

• • •

"A man can't get rich if he takes proper care of his family."

Navajo saying

"Happiness is having a large, loving, caring, close-knit family in another city."

GEORGE BURNS

• • •

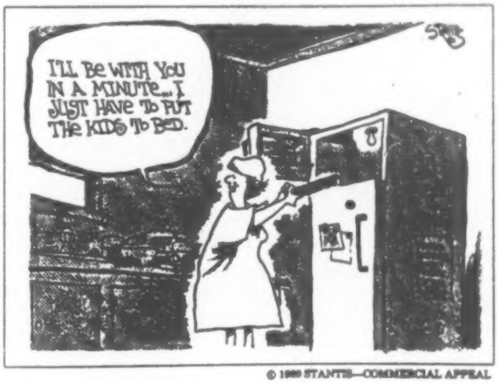
"Dad, how do you spell frankincense?"

PETE BAILEY, *to his already beleaguered father, George (James Stewart), in "It's a Wonderful Life"*

• • •

"He that has no fools, knaves nor beggars in his family was begot by a flash of lightning."

Seventeenth-century English clergyman THOMAS FULLER


I'LL BE WITH YOU IN A MINUTE... I JUST HAVE TO PUT THE KIDS TO BED.
STANTIS

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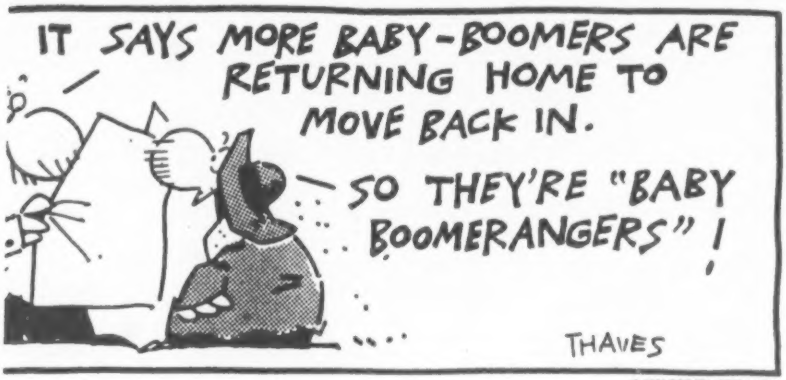
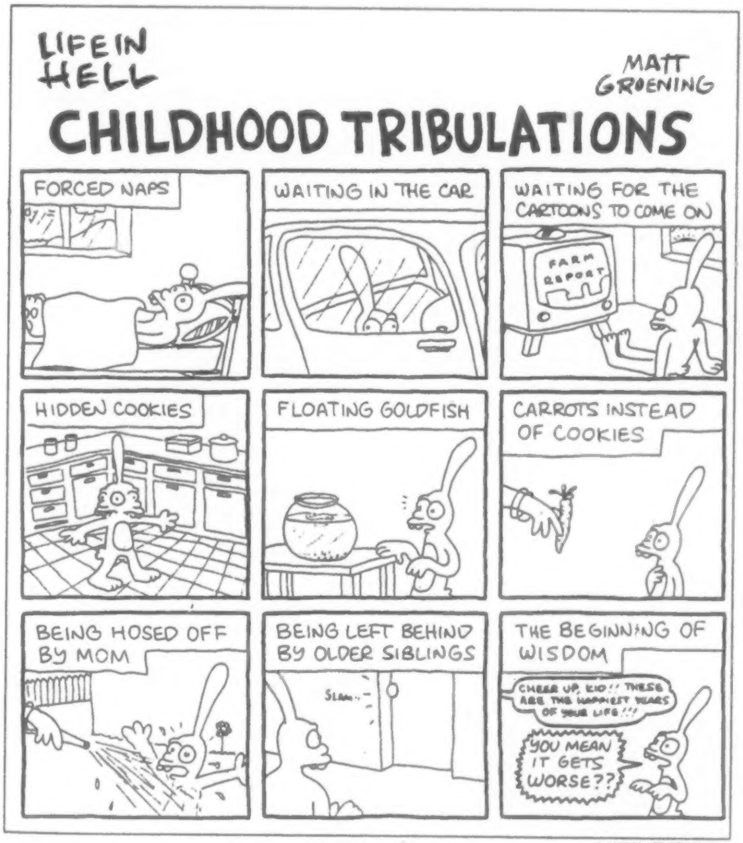

IT SAYS MORE BABY-BOOMERS ARE RETURNING HOME TO MOVE BACK IN.
SO THEY'RE "BABY BOOMERANGERS"!
THAVES

© 1989 BOB THAVES—NEA

"**C**an you imagine what it meant to me to be surrounded by four warm young lives? To come home to their confidence and love, their chorus of 'Hi, Mummie-dearest'?"

JOAN *("No wire hangers!")* CRAWFORD, *in her 1962 autobiography*


LIFE IN HELL
MATT GROENING
CHILDHOOD TRIBULATIONS
FORCED NAPS
WAITING IN THE CAR
WAITING FOR THE CARTOONS TO COME ON
FARM REPORT
HIDDEN COOKIES
FLOATING GOLDFISH
CARROTS INSTEAD OF COOKIES
BEING HOSED OFF BY MOM
BEING LEFT BEHIND BY OLDER SIBLINGS
SLAM--
THE BEGINNING OF WISDOM
CHEER UP, KID!! THESE ARE THE HAPPIEST YEARS OF YOUR LIFE!!!
YOU MEAN IT GETS WORSE??

© 1986 MATT GROENING

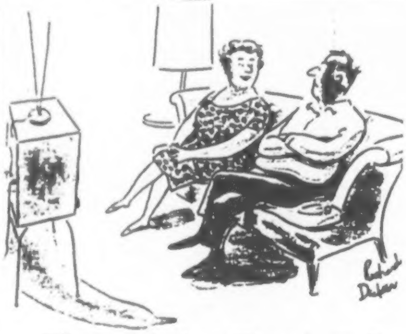
"**I**t puzzles me how a child can see a dairy bar three miles away, but cannot see a four by six rug that has scrunched up under his feet and has been dragged through two rooms."

ERMA BOMBECK

. . .

"**W**hy, Benny, it's really quite sensible."

Dr. Benjamin Spock's mother, on reading "Baby and Child Care"


Richard Decker

"I'll make a deal with you. I'll try to be more like Harriet if you'll try to be more like Ozzie."

© 1965 RICHARD DECKER—NEW YORKER MAGAZINE, INC.

"**I**f someone told me 20 years ago that I was going to produce a whole week on divorce, I never would have believed them."

MISTER ROGERS

. . .

"**F**ind out what they want and then advise them to do it."

HARRY TRUMAN, *on how to give advice to children*

. . .

"**F**amily is content, not form."

GLORIA STEINEM

. . .

"**N**ever allow your child to call you by your first name. He hasn't known you long enough."

A tip on etiquette from FRAN LEBOWITZ

. . .

"**W**ard, I'm very worried about the Beaver."

JUNE CLEAVER

SM-4

TRAITS OF A HEALTHY FAMILY

1. The healthy family communicates and listens.

2. The healthy family affirms and supports one another.

3. The healthy family teaches respect for others.

4. The healthy family develops a sense of trust.

5. The healthy family has a sense of play and humor.

6. The healthy family exhibits a sense of shared responsibility.

7. The healthy family teaches a sense of right and wrong.

8. The healthy family has a strong sense of family in which rituals and traditions abound.

9. The healthy family has a balance of interaction among members.

10. The healthy family has a shared religious core.

11. The healthy family respects the privacy of one another.

12. The healthy family values service to others.

13. The healthy family fosters table time and conversation.

14. The healthy family shares leisure time.

15. The healthy family admits to and seeks help with problems.

Curran, D. (1983). ***Traits of a healthy family***. San Francisco: Harper and Row.

EXAMPLES OF CRISES FACED BY FAMILIES

SM-5

Unemployment

Frequent moves

Divorce

Remarriage

Alcohol or drug abuse

Mental breakdown

Child abuse or neglect

Spouse abuse

Handicapped family member

Criminal attack

Birth of a child

Death

Financial loss

Serious illness or accident

Natural Disaster

Stepparenting

Retirement

Children

(Even the best-behaved and well-mannered
children can cause crisis in the family)

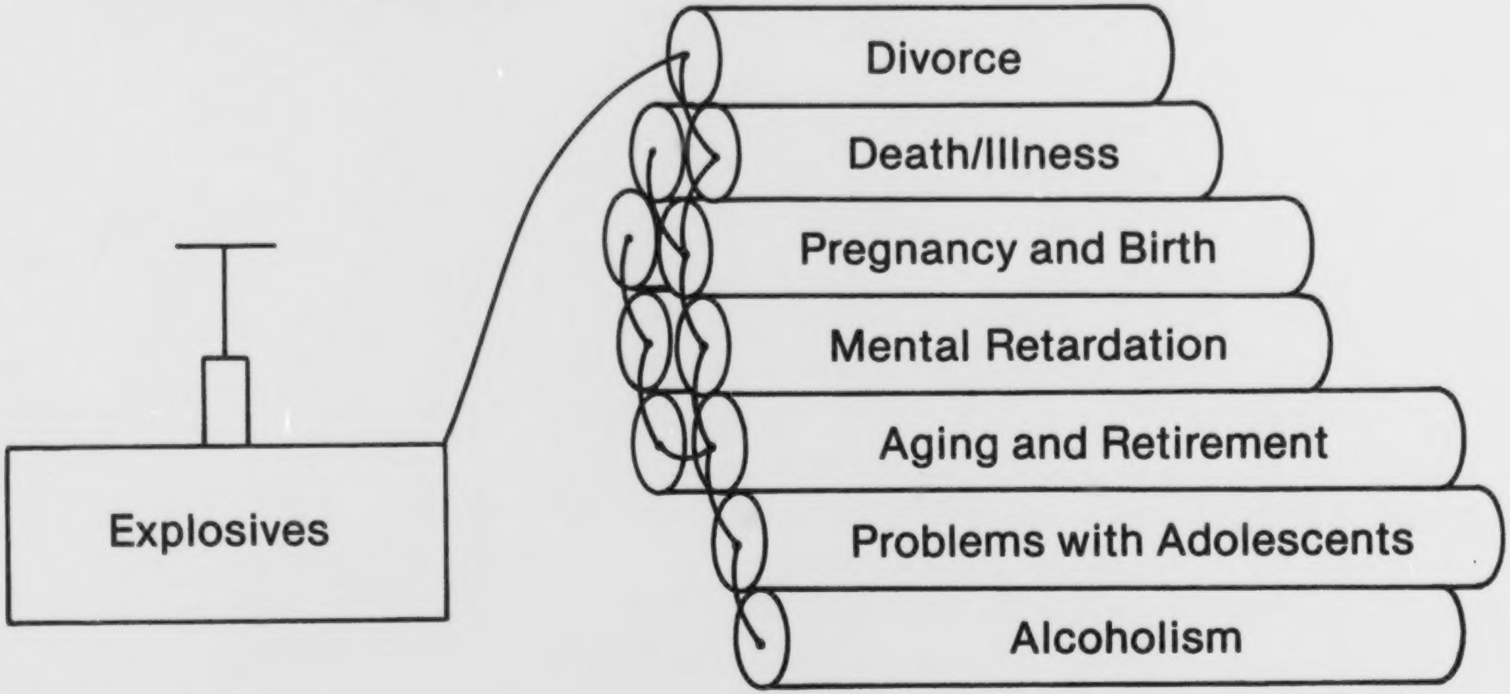
Institutionalizing of a family member

House or business destroyed by fire

Family life curriculum, consumer and homemaking, volume II (1981). Utah Office of Education.

Family Crises: An Overview

Most people face some stress or crisis during their lives. Their success depends on the means by which they are able to cope with these situations.


Divorce
Death/Illness
Pregnancy and Birth
Mental Retardation
Aging and Retirement
Problems with Adolescents
Alcoholism
Explosives

Home Economics Curriculum Center. (1984). Marriage and Family Life. [Vocational Home Economics Guide]. Stillwater, OK: State Dept. of Vocational and Technical Education.

CHUCK ROLLINS

Christopher Rollins was three-and-a-half years old when his mother "walked out" on him. He's nine years old now, lives in a large fifth-floor apartment in New York City, takes drum lessons, and feeds five hamsters who reside in his bedroom, which also houses a built-in "Pirate Loft" constructed by his father. He's not able to play in the streets very much, New York being the way it is today, but during the summer he and his father go camping and hiking upstate. Last summer he rode on the back of a motorcycle as the two of them toured the countryside. The last time he heard from his mother was at Christmas time - she sent him a card.

When he leaves school at three, his father is there to meet him, or home waiting for him. They have chores to do, and they do them together; the laundry, picking up clothes, buying food - steaks, pork chops, and potatoes. Chuck Rollins doesn't like to cook. It's the one household chore he still shuns. He's learned to accent the others.

Christopher's mother did all of those chores while they were still living together, and she decorated the very same apartment they are still living in. She was a ballet dancer and a painter, and enjoyed "fixing up" their home. She also enjoyed being a mother - and was a good mother. Christopher was a happy, healthy baby. But one day with no prior discussion, she left the apartment - and has never returned.

Chuck cannot clearly pinpoint the reasons for this. Over the years he has come to feel that she simply was unfulfilled, despite her outward contentment as wife and mother. It has taken him quite a long time to come to terms with the situation - to rid himself of his anger and confusion and bitterness.

When it happened - when he realized he was left alone to care for a three-year-old boy, he was in a state of shock. He took two weeks off from his job as a civil engineer for the City of New York and searched for his wife. But he never found her. He returned to his apartment to come to pick up the pieces and make serious changes in his lifestyle.

The first thing he did was to find a suitable nursery school for Chris, and he continued with his arrangement until Chris entered kindergarten. At this point, he made a major decision. Chris would be out of school at three. Chuck decided he didn't want a babysitter for his son - he wanted him to come home every day to a family. Since he works in the field and has a certain quota of work to do each day, he made an arrangement with his employer which allowed him to leave work at three as long as his work was done. He plans to continue this schedule, feeling very strongly that without this time together, he and Chris would not have built up the secure family life they have.

Since his divorce, Chuck has had just one serious relationship with a woman -a single mother with a child a few years older than Chris. He seriously considered marrying again, because he believed in the value of a nuclear family. He wanted a wife for himself - and a mother for Chris. But that relationship did not end in marriage. He feels now that the woman was incapable of accepting Chris - was jealous of the close relationship between father and son. He has more or less given up looking for a "wife." He dates all the time, but it is casual, less frantic now.

Instead, he has created an extended family, for himself and Chris through a wide assortment of friends. Chris is free at all times to drop into these homes for dinner - or stay overnight.

Chuck has been hesitant all these years to hire help, even though he could afford it. Through the years he has relied on no outside help to do the household chores, except perhaps an occasional babysitter. Even with a babysitter, he made sure that he would be the one to put Chris to sleep. He has decided that he hates household chores because they are degrading. As Chuck looked around his unmistakably messy apartment - stacks of papers and magazines piled up in one corner and clothes in another, he realizes he will probably hire someone to do the housecleaning and the laundry, giving him and Chris more time to roam the streets of New York, and enjoy themselves a little more together.

About one-and-a-half years ago, Chuck joined a men's consciousness-raising group. He had spent a few years in private therapy, but this did not help him resolve his biggest problem - his hatred and resentment to his wife for "deserting" him and Chris. Gradually, through his participation in the C.R. group, he has been able to understand and forgive her. He sees clearly now her need to be fulfilled in doing something other than the wife/mother role. As a result of the C.R. group, he also has been able to have free relationships with women in general. He realized that for several years after his divorce he had an automatic hesitancy about "getting involved" too seriously with anyone for fear of being hurt again. He considers his participation in the group a major turning point in his life and recommends this type of psychological assistance to any single father who finds himself confronted with a similar experience.

He would like his ex-wife to take a more active role in "parenting." Her phone calls are few and far between. Several times over the years he initiated phone calls when Chris expressed a need to talk to his mother. Someday, hopefully, an arrangement can be made whereby scheduled and frequent visits can be made between them.

Chuck Rollins likes his life as a single father - he likes his son. Chris has grown up strong and healthy and curious, with no apparent hangups as a result of not living with his mother. And on top of it all - he's learned to be a fairly good cook.

Division on Voc-Tech Ed. In cooperation with Selby State Community College. An instructors guide for family living and parenthood education. Memphis, TN: State of Tennessee, Department of Education.

SM-8

THE TIMELESS AND UNIQUE CHALLENGES FACING ADOLESCENTS TODAY

Timeless	**Unique**

Copyright © 1988 by David Oldfield

Oldfield, D. (1987). The journey: a creative approach to the necessary crisis of adolescence. The Psychiatric-Institute Foundation of Washington D.C.

RECOGNIZING CHILD ABUSE

Victims and Perpetrators

The victim of child abuse is an unmarried person, under the age of 18, who has been non-accidentally physically or mentally injured, negligently treated or maltreated, sexually abused or exploited, or who dies as a result of abuse or neglect. Abuse in Oregon is "actual" as well as "threatened harm" to a child. According to the Reporting Law, threatened harm means substantial risk of harm to a child's health or welfare. Reports of suspected child abuse must be made when an incident of child abuse has caused or could have caused any physical injury, mental injury, illness, disability or death to a child.

Perpetrators of child abuse come from all walks of life, races, religions and nationalities. They come from all professions and represent all levels of intelligence. They reflect all standards of living, from the very filthy to the impeccably clean. There is no single social strata free from incidents of child abuse.

Child abusers represent a cross-section of emotional and psychiatric disturbances. Some have character disordered personalities and many have alcohol/drug related problems. Types of psychological disturbances child abusers often have in common are depression and low self-esteem.

All child abusers have in common a particular type of parent-child interaction. They expect and demand a great deal from their children. Many of these parents lack basic information about normal child development and parenting. They develop expectations that the child cannot possibly meet. Parental ignorance, coupled with the child's inability to meet unreasonable demands can lead to abuse or neglect.

Abusing parents show disregard for the child's own needs, limited abilities, and feelings. Many abusive parents believe that children exist to satisfy parental needs and that the child's needs are unimportant. Children who don't satisfy their parent's needs are punished by the parent.

Sexual abusers and their spouses share some of the same characteristics as physically abusive or neglectful parents. In addition, however, sexual abusers manifest deviant personality traits and behaviors which result in sexual assault of children. Sexual abusers use threats, bribery, coercion and sometimes force in sexual assaults. Sexual abusers violate the trust that a child inherently places in them for care and protection. Sexual offenders exploit the power and authority of their position as a trusted adult in order to sexually misuse a child. Sexual abusers usually warn or threaten the victim "not to tell," thus creating a conspiracy of silence about the assault(s).

SIGNS OF ABUSE AND NEGLECT

SM-10

ABUSE

Physical Indicators:

1. Bruises and welts
2. Burns
3. Lacerations
4. Fractures
5. Pain

Behavioral Indicators:

1. Wary of adults
2. Apprehensive
3. Afraid
4. Aggressiveness or withdrawal
5. Drug/alcohol abuse
6. Abrupt changes in behavior
7. Sexual promiscuity
8. Poor peer relationships

NEGLECT

Physical Indicators:

1. Hunger
2. Poor hygiene
3. Lack of supervision
4. Physical/Emotional problems

Behavioral Indicators:

1. Begging, stealing food
2. Constant fatigue
3. Drug abuse
4. Delinquency
5. No caretaker

From: Children's Services Division, State of Oregon.

Oregon Child Abuse Reporting Law

418.740 Definitions for ORS 418.740 to 418.775. used in ORS 418.740 to 418.775, unless the context requires otherwise:

(1) "Abuse" means:

(a) Any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury.

(b) Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child.

(c) Sexual abuse, including but not limited to rape, sodomy, sexual abuse, sexual penetration with a foreign object and incest, as those acts are defined in ORS chapter 163.

(d) Sexual exploitation, including but not limited to:

(A) Contributing to the sexual delinquency of a minor, as defined in ORS chapter 163, and any other conduct which allows, employs, authorizes, permits, induces or encourages a child to engage in the performing for people to observe or the photographing, filming, tape recording or other exhibition which, in whole or in part, depicts sexual conduct or contact, as defined in ORS 167.002 or described in ORS 163.665 and 163.670, or sexual abuse involving a child, but not including any conduct which is part of any investigation conducted pursuant to ORS 418.760 and which is not designed to serve educational or other legitimate purposes; and

(B) Allowing, permitting, encouraging or hiring a child to engage in prostitution, as defined in ORS chapter 167.

(e) Negligent treatment or maltreatment of a child, including but not limited to the failure to provide adequate food, clothing, shelter or medical care. However, any child who is under care or treatment solely by spiritual means pursuant to the religious beliefs or practices of the child or the child's parent or guardian shall not, for this reason alone, be considered a neglected or maltreated child under this section.

(f) Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child's health or welfare.

(2) "Child" means an unmarried person who is under 18 years of age.

(3) "Public or private official" means:

(a) Physician, including any intern or resident.

(b) Dentist.

(c) School employe.

(d) Licensed practical nurse or registered nurse.

(e) Employe of the Department of Human Resources, county health department, community mental health program, a county juvenile department, or a licensed child-caring agency.

(f) Peace officer.

(g) Psychologist.

(h) Clergyman.

(i) Social worker.

(j) Optometrist.

(k) Chiropractor.

(l) Certified provider of day care, foster care, or an employe thereof.

(m) Attorney.

(n) Naturopathic physician.

(o) Firefighters.

(p) Emergency medical technicians.

(4) "Law enforcement agency" means:

(a) Any city or municipal police department.

(b) Any county sheriff's office.

(c) The Oregon State Police.

(d) A county juvenile department. [1971 c.451 §2; 1973 c.408 §32; 1975 c.644 §2; 1979 c.731 §4; 1985 c.723 §1a]

418.745 Policy. The Legislative Assembly finds that for the purpose of facilitating the use of protective social services to prevent further abuse, safeguard and enhance the welfare of abused children, and preserve family life when consistent with the protection of the child by stabilizing the family and improving parental capacity, it is necessary and in the public interest to require mandatory reports and investigations of abuse of children. [1971 c.451 §1; 1975 c.644 §3]

Childrens Services Division, State of Oregon 1990.

VALUE QUESTIONNAIRE

Separation and Divorce

Directions: *The following is a list of problems experienced in the marriage relationship. Read the list carefully and decide which problems are the most important reasons for separation and divorce. Rearrange the list according to what you think is the most important to the least important reasons for divorce. Be prepared to discuss your opinions with the rest of the class.*

1. Money problems
2. Early marriage
3. Lack of communication between marriage partners
4. Religious differences
5. Sexual problems
6. Raising children
7. Short period of engagement
8. Problems with in-laws
9. Conflicting personalities
10. Changing moral values of the society

Since this is a list from 1975, can students think of problems not on the list that plague today's marriage relationships?

Creative Classroom Activity, Edu-Game, 1975.

SM-13

STEPFAMILY FRICTIONS

Possible areas of conflict or friction in a stepfamily are listed below. Indicate the degree you consider each to be a problem using the following scale: 4 (a great deal), 3 (somewhat), 2 (a little) and 1 (not at all). Place your rating in the blank preceding the item. Circle numbers of the three items you consider to be the greatest areas of friction. Underline the number of the item you consider to be the least area of friction.

_____ 1. Amount and regularity of financial support from natural parent.

_____ 2. Sharing living space with stepparent and/or stepsiblings.

_____ 3. Accepting a new parent.

_____ 4. Spending incoming child support payments.

_____ 5. Relationships with other important adults in a child's life (natural parent, grandparents, etc.).

_____ 6. Possessive feelings for natural parent.

_____ 7. Divided loyalty between children and new mate.

_____ 8. Comparison of stepparent to natural parent.

_____ 9. Challenges to stepparent's authority.

_____ 10. Protection of child from "outside" by natural parent.

_____ 11. Using step-relationship by child to get own way.

_____ 12. Rivalry between your children and my children.

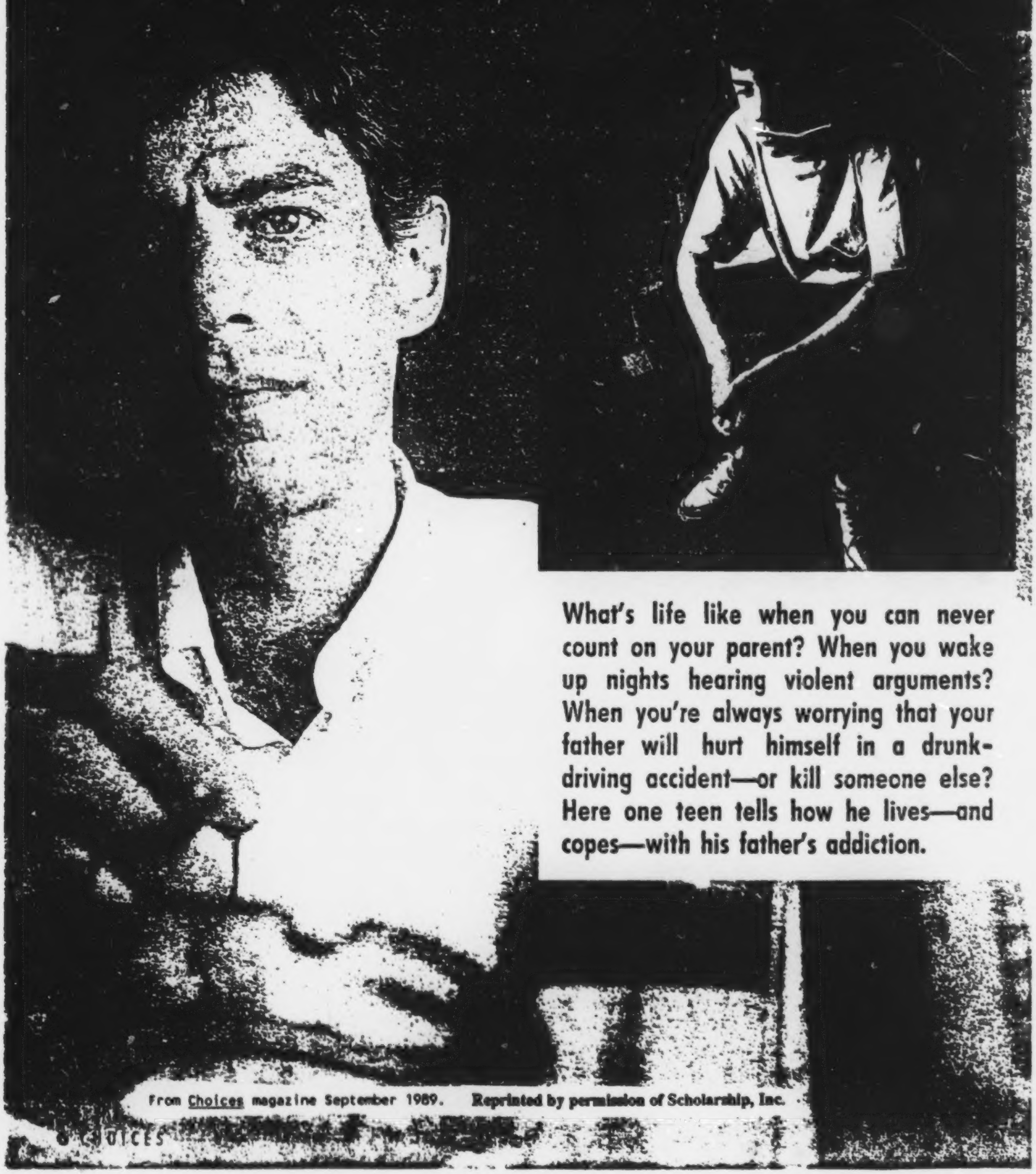
_____ 13. Pressure for success of new marriage.

_____ 14. Differing interests, likes and dislikes among family members.

_____ 15. Payments made by new spouse to former spouse.

FAMILY PICTURE

CHILDREN OF ALCOHOLICS--



What's life like when you can never count on your parent? When you wake up nights hearing violent arguments? When you're always worrying that your father will hurt himself in a drunk-driving accident—or kill someone else? Here one teen tells how he lives—and copes—with his father's addiction.

From Choices magazine September 1989. Reprinted by permission of Scholarship, Inc.

living with a parent's addiction

'My father is an alcoholic'

"He went too far," Francis* says. "He was trying to start a fight." Francis tried to ignore his drunken dad, but his father kept pestering him, and finally smacked him. It was the last straw. Years of pent-up anger gave way, and Francis jumped up and fired back a punch that knocked his father to the floor.

Since that fight a year ago, Francis has learned how to deal with his father's drunken fits—and his own anger and pain—in healthier ways. "But at the time, [hitting him] felt good," he admits. "It was a long time coming."

It's hard to imagine that this soft-spoken 19-year-old was ever capable of violence against his own father. Dressed in jeans, a grey jacket, and wearing glasses, Francis looks low-key. At first, he seems nervous and looks away as he speaks. His voice sounds flat, the voice of someone who has choked back his feelings for a long time. No wonder. His father's 11-year drinking problem has turned his home into a war zone.

Francis wants other teens to know they can also learn to cope with an alcoholic or drug-abusing parent. That's why he agreed to share his story with *Choices* at a San Francisco McDonald's after school.

NO MORE TRUST

Francis was born in the Fiji Islands in the South Pacific and spent his boyhood there. His father's drinking didn't seem so bad then. Remembering his childhood, Francis relaxes and smiles. "My dad used to have a look in his eye like he could go out and do anything," he says.

When his family moved to San Francisco in 1978, his father's drinking worsened; Francis doesn't know why. But he knows that sober and drunk, his father is like Dr. Jekyl and Mr. Hyde: caring and interested when he's sober and mean and irrational when he's drunk. When his father is sober, Francis feels he can talk to him about anything. "But he can't remember what he does when he's drunk," Francis says. "He talks about my personal problems to other people. It really hurts. I can't trust him anymore."

BITTER ARGUMENTS

At night, Francis and his 16-year-old brother often lie awake listening to their parents' bitter arguments—and worrying that these will turn violent—as they have in the past.

Some days, his dad goes to work "stone drunk," Francis says. And when his father has too many beers before driving off, Francis worries about a car accident. "I guess I worry more about the people he would hurt than about him," he blurts out angrily.

Whenever Francis tried to talk to his dad about the drinking, his father exploded. His dad denies his alcoholism—although doctors say the drinking has damaged his liver and heart.

Living with an alcoholic has taken a toll on Francis. "I missed out on having fun," he says. "What I would do [instead] is worry about keeping Dad from beating up Mom, and keeping the family together."

Francis' anger and confusion turned toward his mother as well. "I kept telling her, 'Why don't you just leave—just get a

"I missed out on having fun. What I would do [instead] is worry about . . . keeping Dad from beating up Mom."

—Francis, 19

---

* *Francis requested his last name not be used.*

By Pearl Gaskins

divorce?' " Francis says. She answered that her religion, Hinduism, disapproves of divorce.

During Francis' sophomore year, his father's drinking and abuse worsened. "Nothing made me feel good," Francis admits. "I would go to school, come home, and the problem was always there." He never brought friends over when his father was home; he was too embarrassed and ashamed.

"The hardest thing to deal with was that I felt I was alone with no one to talk to," he says. "I felt like people were so different from me that they wouldn't understand what was going on. I couldn't find anyone who would just listen, but not judge me or tell me what to do."

Feeling trapped with no one to turn to, Francis grew depressed and his grades slipped. His depression deepened. Worried about school, his Mom, and his own life, and carrying the burden of the family's problems alone, Francis was being sucked under. He stopped going to school, but he couldn't escape the misery at home. He lost hope and felt that he could not go on.

Francis had hit bottom. To rescue himself, he entered a three-month hospital program for people with emotional problems. Since that time several years ago, Francis, his mother, and brother have been in family counseling to help themselves understand their situation. And this past fall, he discovered Alateen, a group where he can meet with other teens who are children of alcoholics. Here he finds the support and courage he needs.

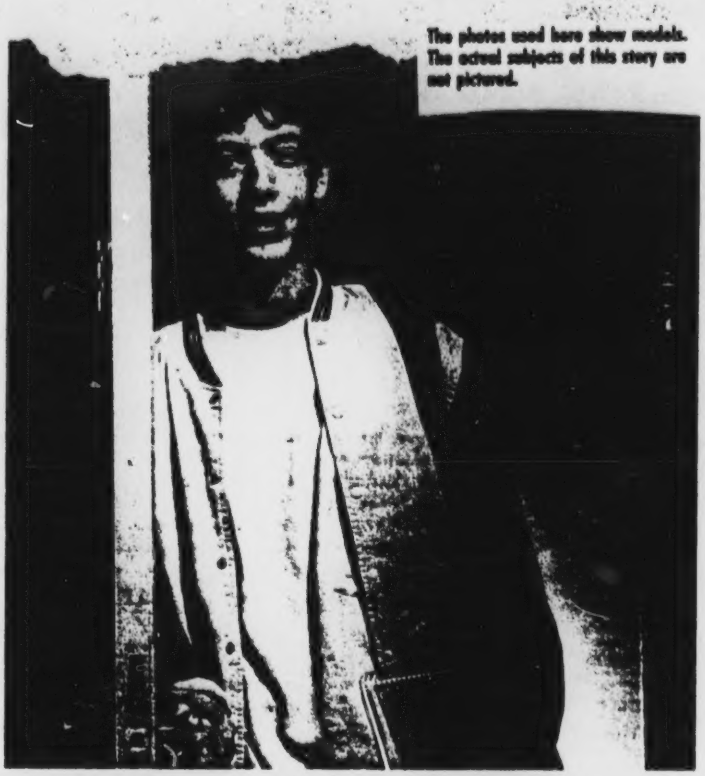
BACK IN SCHOOL

Today, a more confident Francis is back in school. And he's trying to keep his life on track. His father's drinking is still bad, but Francis has learned how to deal with it better. He knows he can go out for a while and return after his father is asleep. "If my dad says something that makes me mad," Francis says, "I don't say anything. I try to walk away no matter how mad I am."

He's learned, too, that he doesn't have to sacrifice his own life in order to be there as his mother's protector. "I found out she can take care of herself," he says, "and that I should be taking care of myself."

Francis used to blame his father for his alcoholism. He believed his dad could stop drinking if he wanted to. "Now I know it's a disease, something his body wants and needs like a drug," Francis says. (His father's father was also a heavy drinker.) Francis knows that as an alcoholic's son, he is at risk of becoming an alcoholic himself. So he sticks to soda instead of beer.

Francis' advice to other children of alcoholics or drug abusers: Don't take the blame and responsibility for your parent's problem—just take care of yourself. Find a group like Alateen: "Go out there and get help," he says. The look in his eye suggests that he could do just about anything. And with all he's done so far, maybe he could.


The photos used here show models. The actual subjects of this story are not pictured.

WHAT YOU CAN DO TO HELP YOURSELF OR SOMEONE YOU KNOW WHOSE PARENT DRINKS

The Children of Alcoholics Foundation, Inc. New York, New York, suggests taking the following steps to help yourself:

- **Stop denying your parent's alcoholism, even if your family won't deal with it.**
- **Realize that you are not alone.**
- **Understand that you can't cause, cure, or control his or her alcoholism.**
- **Learn about alcoholism and how a parent's alcoholism affects the family.**
- **Get involved in clubs and activities.**
- **Get help. Find a place where you can talk about what it feels like to be in an alcoholic home. Tell a trusted person or go to an Alateen meeting.**
- **Remember that alcoholics can and do recover. But it often takes one of various kinds of treatment programs.**

TO HELP A FRIEND

- **Be a good listener. If your friend is not ready to talk about his or her parent's drinking, don't push. Let him or her know you can be friends even when there is trouble at home.**
- **Suggest that your friend read up on alcohol and alcoholism.**
- **If you can, offer a place for your friend to do homework.**
- **Encourage your friend to ask a trusted neighbor or relative for help when needed.**
- **Let your friend know that there are people trained to help him or her, including counselors, alcohol information centers, and Al-Anon or Alateen groups.**
- **Tell your friend not to take responsibility for his or her parent's problem.**

Living with a parent's addiction

An alcoholic is a person whose drinking interferes with his or her life. In a classroom of 25 teens, between three and five students live with an alcoholic parent, according to estimates by the Children of Alcoholics Foundation. Francis, whose story you've just read, is only one of them.

In many ways, Francis is a typical COA. While each family's story is unique, many children of alcoholics share certain behavior patterns, emotions, and even biological traits. (Children of drug abusers also share many of the behaviors and experiences of COAs.)

First, many COAs inherit an ability to drink large amounts of alcohol without feeling drunk. That means they may not know when to stop drinking. Boys with an alcoholic father are four times more likely to become alcoholics than boys without an alcoholic father. Girls with alcoholic mothers are three times more likely to drink than those whose moms are not alcoholics.

When a parent is an alcoholic, every family member is affected. In some homes, such as Francis', there is open anger, blame, bitterness, and verbal, physical, or sexual abuse, says San Francisco psychiatrist, Dr. Timmen Cermak. Cermak is a co-founder of the National Association for Children of Alcoholics. Other families live a lie—the disease is denied, but poisons everyone.

Even in a "quiet" alcoholic family, a child or teen's needs are ignored. "It's easy to tell an alcoholic parent," notes Janet Woititz, author of *Adult Children of Alcoholics*. "Just ask the parent how old the kids are, when their birthdays are, what their favorite sports are, and when they last spent time with their kids." An alcoholic parent won't know.

To get attention elsewhere, some COAs become trouble-makers or class-clowns. Others, such as Francis, try to become "mini-parents," adults in children's bodies, Woititz says. These children never have real childhoods, she says. For example, Woititz has seen five-year-olds taking care of younger siblings and running homes.

HIDING THE TRUTH

Children of alcoholics often feel ashamed of their parent's drinking. And many of them become skillful at hiding the truth about their family's situation. "The child sees the alcoholic parent denying things, and the spouse lying to the boss and covering up," Woititz says, "so the kids learn to do it, too."

Children of alcoholics may also have damaged self-esteem. The alcoholic parent may blame the child for his or her drinking. Mom might say, "You're disgusting—you always leave everything a mess. No wonder I drink." And the child may believe his or her parent—and end up feeling deeply guilty. (Although children are never to blame for their parent's drinking or drug abuse.) An alcoholic, unfortunately, rarely admits personal responsibility for his or her drinking.

UNREACHABLE GOALS

Once a COA believes she has helped cause a parent's drinking, she may believe she can 'uncause' it, too. The teen may think, "If only I worked harder, Dad wouldn't drink." This may cause the teen to set unreachable goals and end up feeling like a failure.

> **"The hardest thing to deal with is that I felt alone."** ***—Francis, 19***

The anger, guilt, and powerlessness that many COAs feel can show up in many ways. "Some act out, or find ways to numb themselves so they don't feel," Woititz says. "They may do drugs and alcohol, and if they are COAs, the chances are, they will be quickly addicted."

REPEATING PATTERNS

COAs often carry these painful feelings into adulthood. Without professional help, they may repeat damaging behavior patterns as adults, Woititz says. Daughters of alcoholics are likely to marry alcoholics, for example. "Some COAs set people up to reject them [as their alcoholic parent rejected them]," Woititz says.

WHERE TO GET HELP

- ***Children of Alcoholics Foundation, Inc.***

Information and referrals to local support groups
1-800-ALCOHOL (Toll-free)
P.O. Box 4185
Grand Central Station
New York, NY 10163

- ***Al-Anon or Alateen***

Self-help support groups for family members or friends of alcoholics and other substance abusers. Alateen is for teens. Participants remain anonymous. See your local phone book or call 1-800-356-9996. In New York or Canada call 1-212-245-3151.

BOOKS FOR TEENAGERS**

Potato Chips for Breakfast. An Autobiography **by Cynthia G. Scales (Bantam Books, 1989).**

Living With A Parent Who Drinks Too Much **by Judith S. Seixas (William Morrow, 1979).**

Different Like Me: A Book for Teens Who Worry About Their Parents' Use of Alcohol/Drugs **by Evelyn Leite and Pamela Espeland (Johnson Institute, 1987).**

Something's Wrong in My House **by Katherine Leiner (Franklin Watts, 1988).**

Not My Family: Sharing the Truth About Alcoholism **by Maine B. Rosenberg (McMillan, 1989).**

****Our list was provided by Perrin & Treggett, Booksellers, East Rutherford, New Jersey.**

Other COAs may try to solve problems by denying that any problem exists. That is how they may have seen their parents handle the alcoholism, Cermak says. For example, when a boss says, "Your project is behind schedule," the COA may pretend that it's not happening.

FINDING COURAGE

It's important to realize that not all COAs are scarred by their childhood experiences. Why do some COAs do better than others? Dr. William R. Beardslee, a psychiatrist of Harvard Medical School, conducted a study to find out. His research showed that survivors led active lives, had good relationships with others, and didn't blame themselves for their parents' problems. Dr. Cermak adds that COAs also need to know that they have a greater risk of becoming alcohol abusers.

So remember, "COA" is not a "loser-label," and those who meet their problems head-on will gain greater self-understanding, self-reliance, and problem-solving abilities. These are skills and strengths that will be valuable in adulthood, Cermak says. After all, many famous and well-respected people are COAs, including ex-president Reagan, Oprah Winfrey, and even Dr. Cermak. C

SIGNS OF ALCOHOLISM:

1. Tolerance for alcohol goes up
2. Blackouts occur - absence of memory
3. Passing out
4. Problems with control - hard to stop at one beer, etc.
5. Problems with family/friends
6. Law problems
7. Denial

EFFECTS OF ALCOHOLISM:

1. **Mental** - memory is impaired
2. **Emotional** - stops development; emotions harder to control
3. **Social** - family doesn't go out as much, new friends
4. **Spiritual/Moral** - denial; begin to lie
5. **Physical** - stress diseases, (pain in joints, flu, rashes), liver problems, decreased sex drive, malnutrition

RESOURCES TO AID IN TIME OF CRISIS

COMMUNITY SERVICES

SUPPORT OF FRIENDS

MENTAL RESOURCES

HELP

FAMILY RELATIONSHIPS

PHYSICAL HEALTH

FINANCIAL RESOURCES

Reprinted with permission from: Ryder, V. (1987). Contemporary Living. Goodheart-Wilcox.

SM-17

EXPLORE HOW A FAMILY MANAGED A CRISIS

In this exercise you are asked to explore how a family managed a crisis by interviewing a family member or a group of family members who have managed a crisis situation. Use the following questions as a guide.

A. What even became a crisis?____________________

B. How long did it take the family to face the crisis?____________________

C. Were family members able to organize their thoughts to determine exactly what needed to be done about the problem?____________________

If yes, what plans did members make to resolve the problem?____________________

D. Did family members seek help from others? ____________________

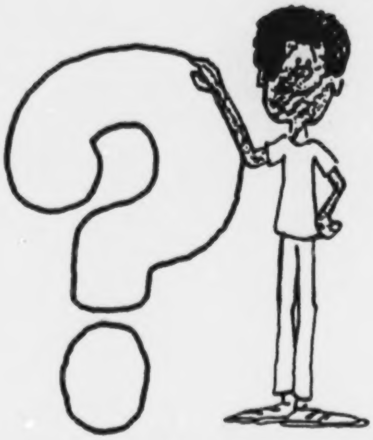
Explain your answer: ____________________

E. What resources did family members draw upon?____________________

F. Did family members try to keep active? ____________________

In what way(s)? ____________________

Student Activity
For use with *Face to Face* (Dealing With Conflict).



How Do *You* Handle Conflict?*

How do you usually handle conflict situations?

On the following pages are statements describing possible responses to conflict situations. Read each statement. Then circle the number on the scale below the statement that *most closely* describes your behavior.

Scale:	1	2	3	4	5
	never	rarely	sometimes	often	always

EXAMPLE:

I think conflict is uncomfortable.

never 1 2 3 4 5 always

If you always find conflict uncomfortable, you would circle the number 5.

never 1 2 3 4 5 always

1. When strong conflict occurs, I prefer to leave the situation.

   never 1 2 3 4 5 always

2. I feel very comfortable about taking a conflict between a friend and me to a third person.

   never 1 2 3 4 5 always

3. I try to find a compromise when a conflict occurs.

   never 1 2 3 4 5 always

4. I find conflict exciting and challenging.

   never 1 2 3 4 5 always

5. I tend to concentrate on the problem and the issues in a conflict, rather than on the other person.

   never 1 2 3 4 5 always

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*This activity was developed especially for the "On the Level" project by Dr. Ross Van Ness, Professor of Continuing Education, Ball State University, Muncie, Indiana

Student Activity

For use with *Face to Face* (Dealing with Conflict). (CONTINUED)

6. When conflict occurs, I act as though there is no real problem and try to "get along."

never 1 2 3 4 5 always

7. I prefer to have a third person help solve a conflict between a friend and me.

never 1 2 3 4 5 always

8. I'm willing to "give" a little if the other person in a dispute is also willing to give on some things.

never 1 2 3 4 5 always

9. It's important that I win, even if the problem or issue in a disagreement is not really important to me.

never 1 2 3 4 5 always

10. I search for a solution to conflict that both the other person and I can find acceptable.

never 1 2 3 4 5 always

11. I would quit a job if many conflicts occurred daily.

never 1 2 3 4 5 always

12. It's easier to have an outsider settle a dispute than to argue it out alone with another person.

never 1 2 3 4 5 always

13. I like to find what each person wants most strongly, then work for a point in the middle.

never 1 2 3 4 5 always

14. I hate to lose or *not* get my own way.

never 1 2 3 4 5 always

15 I like to look at lots of possibilities and options before trying to find a solution to a conflict.

never 1 2 3 4 5 always

16. When conflict occurs, I prefer to get out of the situation, rather than work to resolve the conflict.

never 1 2 3 4 5 always

17. I like to take disagreements to someone who has authority and have that person make a ruling.

never 1 2 3 4 5 always

18. I believe resolving conflict requires that each person give up something.

never 1 2 3 4 5 always

ON THE LEVEL Student Activity
For use with *Face to Face* (Dealing with Conflict). (CONTINUED)

19. When someone tries to get me to back down or give in during a conflict, that makes me hold my position more strongly.

never 1 2 3 4 5 always

20. When I especially need to have my plan accepted or when an issue is very important to me, I tell the person with whom I am in conflict.

never 1 2 3 4 5 always

21. I prefer to walk away from conflict if there is strong personal disagreement.

never 1 2 3 4 5 always

22. I prefer to have a counselor decide for two people in conflict, not just ask the two people to listen to each other.

never 1 2 3 4 5 always

23. I believe working out a middle-of-the-road agreement is best, even if both people are still somewhat unhappy about not getting their way completely.

never 1 2 3 4 5 always

24. When I work to resolve a conflict, I work to win.

never 1 2 3 4 5 always

25. I consider the other person's preference as well as my own and work to find a solution both of us can live with.

never 1 2 3 4 5 always

26. I prefer to let conflicts "work themselves out."

never 1 2 3 4 5 always

27. I believe it is important to get the opinion of a friend when I am in conflict with someone.

never 1 2 3 4 5 always

28. It's O.K. to give up some things if the other person gives up something too.

never 1 2 3 4 5 always

29. I believe settling a conflict with another person is no different from competing in sports—the goal is to win.

never 1 2 3 4 5 always

30. I believe a conflict is really a problem not a contest; therefore the goal is to find a solution both people can live with, not to "beat" the other person.

never 1 2 3 4 5 always

Student Activity
For use with *Face to Face* (Dealing with Conflict). (CONTINUED)

The numbers listed below refer to the statements that you have just responded to. Write down the number you circled on the scale for each statement.

	1______	2______	3______	4______	5______
	6______	7______	8______	9______	10______
	11______	12______	13______	14______	15______
	16______	17______	18______	19______	20______
	21______	22______	23______	24______	25______
	26______	27______	28______	29______	30______
Total Scores, each column	A______ Withdrawing-Avoiding	B______ Going to a Third Person	C______ Compromise	D______ Win-Lose	E______ Win-Win or Problem-Solving

Total scores for each column can range from 6 to 30.

List the letters and total scores from the highest down to the lowest.

Letter	Total Score	
______	______	Highest
______	______	
______	______	
______	______	
______	______	Lowest

The total scores indicate which ways of handling conflict you use most. If two or more scores are close together (for example, compromise 30 and withdrawing-avoiding 28) you tend to use those methods about the same amount of the time.

If your total score is	You tend to use this method
26-30	a great deal
21-25	often
16-20	sometimes
11-15	occasionally
6-10	once in a while

Student Activity

For use with *Face to Face* (Dealing with Conflict). (CONTINUED)

A. Withdrawing-Avoiding—handling conflict by getting away from it or ignoring it. This includes giving in quickly to avoid unpleasantness; pretending there is no conflict; moving out of the situation by quitting, breaking the relationship, or physically moving. Withdrawing may be helpful if the problem is not important to you, or if it is not a good time to discuss the disagreement. Withdrawing usually means the other person wins.

B. Going to a Third Person—having a third person listen to both sides of a conflict and then help settle it. Many times third persons are not fair. A third person can be useful if he or she helps the two people in conflict see each other's points of view. The success of this method depends on an unbiased third person and on whether the two people in conflict will follow what the third person recommends.

C. Compromise—finding a solution that allows each person to win something. Both persons may be somewhat disappointed, and yet each has the satisfaction of getting part of what he or she wanted. Most conflicts have more than two solutions, and many possibilities should be discussed before a compromise is made

D. Win-Lose—holding out for your point of view or working to get the other person to give in. This is a high-risk method because you tend to win completely or lose completely. If the other person insists on trying to win totally, you have little choice but to use win-lose, unless you can get the other person to change methods.

E. Win-Win or Problem-Solving—looking at conflict as a problem and searching for a solution or plan that both persons feel good about. This method may end in a compromise, but usually not until after many solutions are discussed. The spotlight is on the problem, not on the personalities of the people in conflict. If personalities *are* the problem, then they are discussed openly, along with how each person needs to behave differently to resolve or reduce the conflict.

No one method is right or wrong. The "best" method depends on the situation. Many people tend to "jump" to one method and to ignore the other methods. It is helpful to ask yourself how important the conflict really is; what each method will cost in terms of energy, friendship, or trust; and what the probable outcome will be for the other person and for you if you win, lose, or compromise.

To sum it up: how well a conflict is handled depends upon using the *right* skill at the *right* time in the *right* way!

SM-19

COMFORTING YOURSELF

comfort [ME comforten, fr. OF conforter, fr. LL confortare "to strengthen greatly," fr. L com + fortis "strong"] 1: to give strength and hope to: CHEER 2: to ease the grief or trouble of: CONSOLE syn COMFORT, CONSOLE, SOLACE shared meaning element "to act to ease the griefs or sufferings of"

How do you comfort yourself?

These days when one feels really rotten, there are hot lines and crisis services to call. There you will find people trained to give comfort, advice and encouragement. But you can also get comfort on your own; in fact, you do all the time, probably without noticing what you're doing.

Take a moment and think of what you do, where you go and who you like to be with when you're in need of comfort.

Comforting People

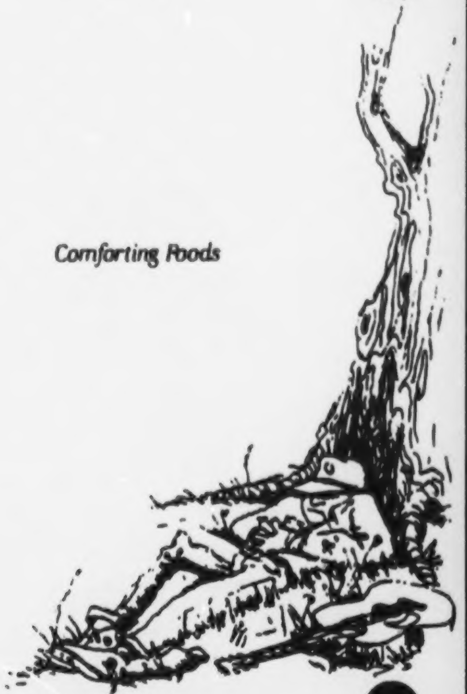
Comforting Places

Comforting Things

Comforting Activities

Comforting Thoughts

Comforting Foods



Oldfield, D. (1987). The journey: a creative approach to the necessary crisis of adolescence. Oldfield, Psychiatric Institute Foundation of Washington, D.C.

ASSESS PERSONAL ABILITY TO MANAGE A CRISIS

SM-20

Not everyone reacts to the challenge of a crisis in the same way. In fact, how a person handles a serious problem can be more important than the event itself. Sometimes, what seems to be a crushing blow turns out to be advantageous. Also, not everyone views a crisis in exactly the same way. One person may see the emergency as an overwhelming situation. Another person may welcome the very same situation as a great opportunity to make a needed change. A crisis situation does not have to be something bad.

Assess your ability to manage crises by rating the following situations and by anwering the questions that follow.

A. Using the blanks to the far left, write a "1" before the event that would cause the most severe crisis for you if it were to occur now. Write a "2" before the event that would cause the second most severe crisis. Continue until all the blanks in the far left column are numerically ranked.

Now	*In Ten Years*	*Possible Crisis Events*
____	____	Your home is destroyed by fire.
____	____	You have an illness that causes you to be in the hospital for several months.
____	____	You lose an arm or a leg in a car accident.
____	____	One of your parents dies.
____	____	You (if you are married) decide to divorce.
____	____	One of your siblings dies.
____	____	A member of your family commits suicide.
____	____	You lose your job.
____	____	Your family's income is cut in half.
____	____	You stop getting financial support from your family.
____	____	You (or a parent) get a promotion requiring the family to move to another town.

B. If the crisis that you ranked as most severe ("1") were to actually occur, what are some of the possible changes you would have to make in your life to meet this crisis?

C. Now imagine that you are 10 years older. Briefly describe what you expect your life to be. Do you expect to be single or married? Do you expect to have children or to remain childless? What kind of job do you hope to have? Be as specific as possible.

D. Now, imagining that you are 10 years older and established in a different life-style. In the near left column rank the events again from most severe ("1") to least severe ("18").

E. What are some of the similarities and differences in the rankings of the two columns?

F. Explain how and why you expect 10 years to make a difference in your attitudes toward a crisis?

Division on Voc-Tech Education, in cooperation with Shelby State Community College. An instructor's guide for family living and parenthood education. Memphis, TN: State of Tennessee, Department of Education.

RATE PERSONAL ABILITY TO COPE WITH CHANGE **SM-21**

Change is inevitable. Families continually contract and expand, friends come and go, neighborhoods never remain the same, and job fields are constantly shifting.

People learn to successfully manage change in order to prevent it from becoming a crisis situation. These people probably pay fewer economic, emotional, or social costs because of their ability to cope with change.

Complete the following exercise to rate your ability to cope with change.

A. Write a 1, 2, 3, 4, or 5 in each of the following boxes, based on the scale below.

5 = *strongly disagree*
4 = *disagree*
3 = *neutral*
2 = *agree*
1 = *strongly agree*

1. Whenever a major change is first suggested, I feel threatened. ____

   Example: Moving to another city

2. In general, I prefer that things continue the same. ____

3. I get annoyed when someone asks me to do something different from my usual routine. ____

   Example: Having to ride the bus to school instead of driving my car.

4. Our family vacations have followed a predictable course, with possibly a single exception, over the past 5 years. ____

   Example: Going to grandmother's house every July for 1 week.

5. I would be happiest if my family could stay exactly as it is now. ____

6. I would rather continue with the "tried and proven" than to experiment with new ways of doing things. ____

7. My way of dressing has not changed very much in the past 3 years. ____

   Example: You may have started dressing in a more businesslike manner because you have a new job.

8. I become anxious whenever other people make suggestions about a project in which I am working. ____

Example: Another student suggests how the class float should be put together.

9. When I have ideas for improvements, I am reluctant to voice them. ____

10. My biggest concern is whether I can continue in school as I am until graduation, and then be free to do what I want. ____

B. Score the exercise by adding the points in the boxes. Total points are _____. A total score of 44 to 50 may mean that your ability to cope with change in your life is commendable. A score of 37 to 43 may mean that there is room for some improvement. A score of less than 36 may indicate that there is a definite need for improvement.

C. Read the following analysis of each test question.

Question #1: Even though the known may not be what a person wants to hear, it is preferred to the unknown. At the first hint of a major change, a person may feel a sense of great anxiety. People should condition themselves not to react impulsively, and should counter negative responses by considering positive alternatives. This will help reduce anxiety.

Question #2: A person should direct change whenever possible so that there will be positive results. People should put themselves in a position to control change rather than letting it control them.

Question #3: There are many occasions when others may have better ideas than the person making the decision. Listening to these ideas provides an opportunity to learn something new.

Question #4: Most people are creatures of habit; if something works once, it is tried again. But with times such as vacations, people should provide themselves with a break from the normal routine.

Question #5: No family stays the same for long, but family members can look forward to each pending stage expectantly and hopefully. Every stage can be better than the last if the family is determined to look for improvements.

Question #6: Living cautiously is one way to lessen the chance of errors. It is also true that a person is less likely to fail if he or she takes no risks. However, it is equally true that a person is less likely to succeed if the person does not reach out and extend himself or herself. Winners lose more often than do losers, because winners are willing to take reasonable risks.

Question #7: First impressions do count. A person should always try to look his or her best.

Question #8: People can constantly learn from others. Two heads really are better than one, especially when each person feels free to share his or her insights regarding a project.

Question #9: Nearly everyone has a basic fear that their suggestions may be rejected. Whenever making suggestions, make them diplomatically and to the proper people.

Question #10: Living for the future is perhaps the greatest error committed by people who find that they are unhappy with their present lives. Anticipating the future is important, but no more so than enjoying the present, even with its often-trying changes. A good thing to remember is that yesterday is a cancelled check, tomorrow is a promissory note, and today is the only legal tender.

D. After reading the analysis of the exercise questions, what could you do differently to improve our ability to cope with change?

Explain your answer.

Susan, May I Help?

Directions: *In many families, divorce seems to be the best answer to many problems that cannot be resolved. However, after the divorce there are still many problems and adjustments to be made. Imagine you have a friend your age, named Susan, whose parents have recently divorced. In helping her to adjust to this situation, give answers to her following questions.*

1. "I'm living with my mother and am supposed to spend weekends with my father, but I don't want to . What can I do and not hurt his feelings?"

2. "My father gives me some extra money for clothes and such. He insists I give him a list of how it is spent. That's not fair. How can I get around it?"

3. "My mother is dating this guy that I do not like. I'm afraid she's getting serious about him. What can I do?"

4. "My father pays child support but we do not have as much money to spend as we used to have. Mother insists I pay for gas I use when I borrow her car. I can't afford it and have money for other things. What should I do?"

THE CONVERSATION

Directions: ***The statements below are ways that parents can help their children cope with a divorce. Read the information (A) and the situation (B), then describe the conversation you would have (C).***

A. Ways parents can help children cope with divorce:

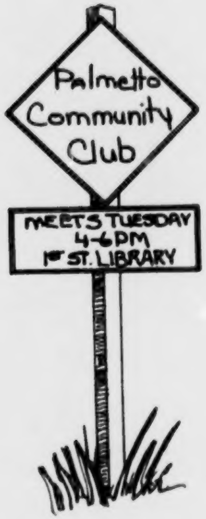
1. Help the children to feel loved, accepted, and wanted during and after the divorce.
2. If possible, explain simply why the divorce is happening.
3. Explain the custodial arrangements.
4. Be sure the child understands that it is not his or her fault.
5. Try to comfort the children when they are feeling depressed about the divorce.
6. Obtain some of the new books that have been written especially for children whose parents are divorcing.

B. Situation:

Mr. and Mrs. Sisk haven't been getting along for some time. Mrs. Sisk can no longer cope with Mr. Sisk's drinking and finally decided last night to get a divorce from him. She is afraid that her three children, Sally, Timmy, and David will have a hard time accepting the divorce and would like some advice concerning this issue.

C. Describe below a conversation that you would have with Mrs. Sisk as her advisor with the problem. Give enough detail that she would know exactly what to do and how to handle the situation.

HELP COMES FROM ALL DIRECTIONS


Palmetto
Community
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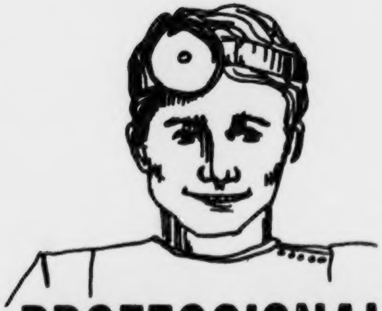

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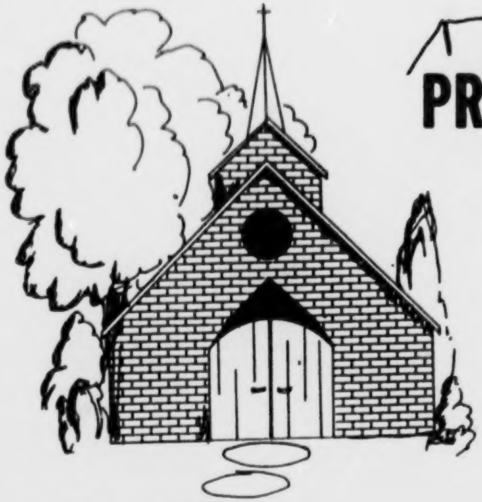
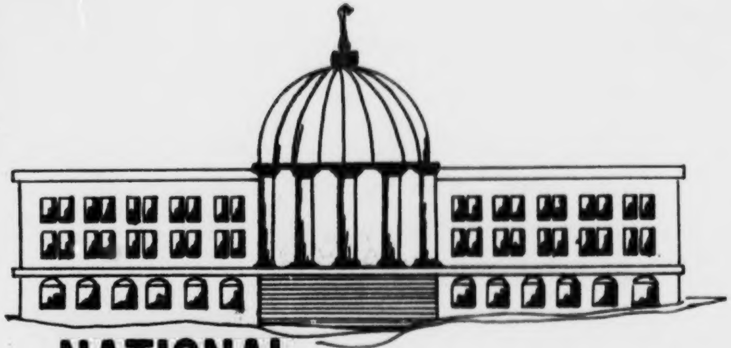


Family life curriculum, consumer and homemaking. Volume II (1981). Utah Office of Education.

SM-25

HELP COMES FROM ALL DIRECTIONS



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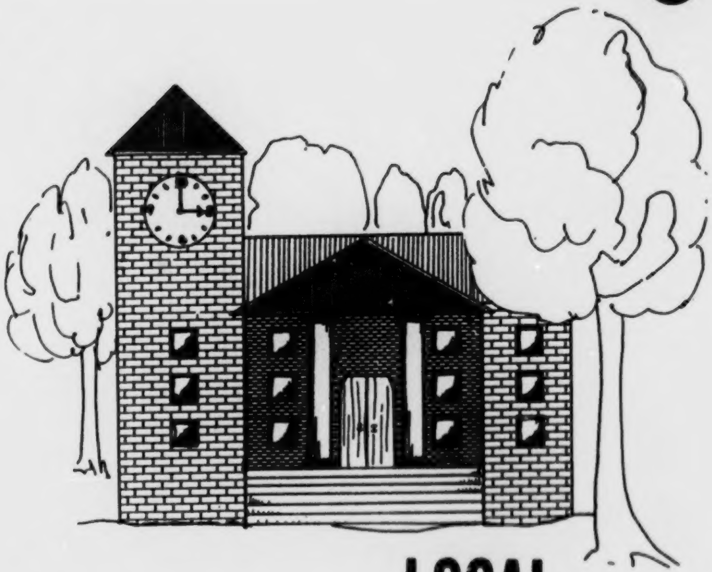

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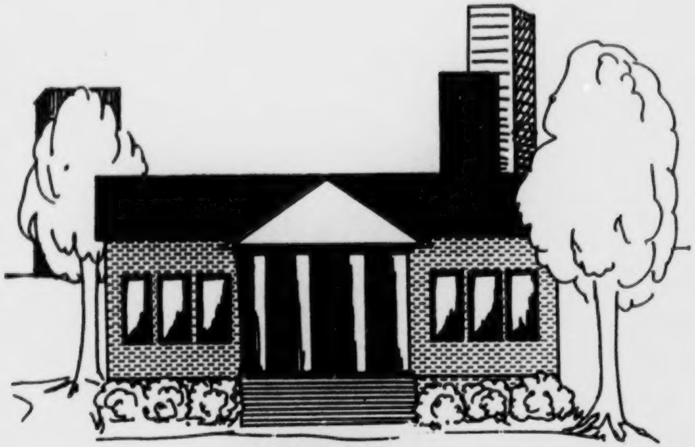

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Family life curriculum, consumer and homemaking. Volume II (1981). Utah Office of Education.

HELP COMES FROM ALL DIRECTIONS

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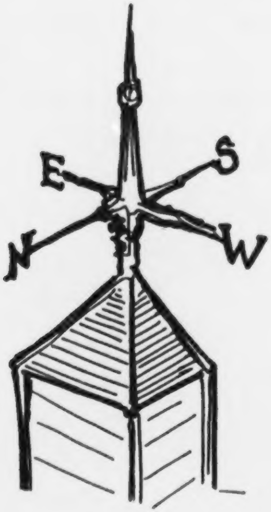


Family life curriculum, consumer and homemaking. Volume II (1981). Utah Office of Education.

AGENCIES AVAILABLE TO HELP IN TIME OF CRISIS

SM-27

Directions: *Name two agencies or professionals in your community who could help when facing each of the crises shown below.*

Death of a family member

____

____

Divorce

____

____

Senility or aging of a family member

____

____

Disability

____

____

Unemployment

____

____

Alcoholism or drug abuse

____

____

Criminal attack

Mobility

Suicide of a family member

Terminal illness of a family member

Child abuse

Nervous breakdown

Unwanted pregnancy

Birth of a handicapped child

TOLL-FREE NUMBERS

Information and Referral Services Oregon Clearing House	1-800-342-6712
AIDS Hotline	1-800-777-AIDS
Adult and Family Services Division (Welfare)	1-800-527-5772
Baby Care Hotline	1-800-523-6633
Childrens Services Division	1-800-556-6616
Cocaine Abuse Hotline	1-800-COCAINE
Educational Financial Aid	1-800-621-3115
Employment Division, State of Oregon.	1-800-237-3710
Food Stamp Hotline	1-800-453-4000
Handicapped Programs Information	1-800-424-8567
Health Information	1-800-336-4797
Juvenile Justice Clearinghouse	1-800-638-8736
Mental Health Association of Oregon Statewide Office.	1-800-452-7500
Missing Children Hotline (Child Find)	1-800-426-5678
National Domestic Violence Hotline	1-800-333-SAFE
National Institute on Drug Abuse	1-800-843-4971
National Runaway Hotline	1-800-231-6946
National Runaway Switchboard	1-800-621-4000
Oregon Council on Alcoholism Helpline	1-800-621-1646
Parents Anonymous	1-800-4221-0353
Poison Control Drug Information Center	1-800-452-7165
Smoke Free (Stop Smoking Line).	1-800-223-8023

CASE STUDY

Bill and Lynne:

Bill and Lynne had been married for three years and Lynne was expecting their third child when Bill lost his job.

They had gone together all through high school and were married after graduation. Lynne had planned to work and put Bill through the local technical college so that he could get a good job. Unfortunately, she became pregnant 2 months after they were married and Bill had to abandon his school plans and get a job.

The best paying job Bill could find was on the third shift at a local factory. He only made minimum wage because he only had a high school education. Bill and Lynne seemed to get further and further behind financially. While their friends could afford to buy some of the things they wanted and at least go out once in awhile, Bill and Lynne seemed to be broke all the time. As the babies came along it seemed to get worse and worse.

So Bill finally decided that the only thing to do was to get a second job. This would only be a part-time job so that Bill could do well at his full-time job and eventually get promoted. Well, his hours were terrible. He worked from 12:00 midnight until 8:00 a.m. on his third shift job, and then from 12:00 noon until 4:00 p.m. on his part-time job. The part-time job was hard, too. He was a stock clerk at a discount store and he was constantly on his feet lifting and carrying merchandise. By the time he went to his regular job, he had had only a few hours sleep and he was worn out. All the time away from the family wasn't helping the marriage either and Bill worried about it all the time.

Bill went on like this for about 8 months. One night while he was at work, his boss (whom he disliked intensely and who also disliked him, unfortunately) approached him and told him that he had not been meeting production lately and that he had better stop being so stupid and lazy or he'd lose his job. With that, Bill threw the tool he was holding on the floor and screamed, "You can have your lousy job. I quit!" Two days earlier, he had been laid off of his part-time job. Now he felt like he had nowhere to turn.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Influence of Power in Parent-Child Relationships.

DESIRED RESULTS FOR STUDENTS:

Students will examine the influence of power on parent-child relationships.

LEARNER OUTCOMES:

1. Study the different kinds and uses of power.
2. Develop an expanding awareness of the dynamics of power in society as well as within the family.
3. Understand the effects of societal domination and subordination upon family members.
4. Consider the ways in which power influences the behavior of parents and children within a family system.

SUPPORTING CONCEPTS:

A. Power defined.

B. Kinds of power used in families and society.

C. Effects of power on children.

BACKGROUND INFORMATION:

Power is a dynamic influence in human relationships because it exists whenever two or more individuals are together for a period of time. It may be revealed in either a positive or a negative manner by either promoting well-being or being used to the detriment of others. (Morgaine, 1990) Some of the terms used in the American Heritage Dictionary of the English Language (1969) to define power are: "the ability or capacity to act or perform effectively;. . strength or force exerted; . . the ability or official capacity to exercise control or authority; . . a person or nation having great influence or control over others; . . forcefulness." Kranichfeld (cited in Morgaine, 1990) defines family power as "the ability to change the behavior of others intentionally".

There are three kinds of power used in society and in families. "**Power-over**" is used whenever someone is forced to do something against their will and there is a conflict of interest between two parties. It is used in typical employer/employee and authoritarian parent/child relationships. Physical strength can be the means for coercion, as in a rape situation, a parent forcing his child to obey by the use of spanking or to pull a child to safety from the path of a speeding car.

Coercion can also exist when a person or group is considered more valuable than another person or group. When this happens, dominance is established. "Dominance is a quality in relationships where inequality exists and . . . choice is lacking." (Morgaine, 1990, p. 63) A dominant person possesses power because of education, income, employment, attractiveness, race, sex, health, or another desirable quality in society. Subordinate persons can be divided into two categories: those who are temporarily subordinate (children, students, persons who are temporarily ill or temporarily unemployed) and persons who are permanently subordinate or unequal by birth (those affected by race, sex or nationality) (Morgaine, 1988). When a dominant person has their own well-being in mind and uses that power to do what they want to those who are subordinate, a person's authenticity (a person's real and inner self) is destroyed. Gradually, they begin to imitate the "dominants" and the dominant-subordinate positions are maintained (Morgaine, 1990).

"**Power-for**" is when power is used by those who hold power (the dominants in society) to help those who do not have power (the subordinates). Persons who use "power-for" have the interest of the other person at heart, but they often mentally manipulate others in order to achieve dominance (Morgaine, 1990). A parent uses this form of power over a child when they decide on the food choices and purchase food. This use of power can also be illustrated by a welfare system that provides something and establishes rules and guidelines in order to receive it. Teachers use this form of power over their students when they make curriculum decisions. Many efforts are often done for the purpose of improving society rather than because of social inequalities and injustices. As is true for "power-over", a loss of self-esteem and discouragement exists when "power-for" is primarily used.

The use of power in relationships does not need to be viewed as control, coercion or dominance. Another kind of power, **"power-with"**, is a shared power or a working together to achieve the most desirable situation for all. The goal in decision-making situations is equality so that people are able to be themselves and their authenticity is underscored. Brown (cited in Morgaine, 1990) considers the development of autonomous and free individuals as depending on the existence of "power-with" in their relationships with others. Families and parents should strive to that end.

The existence of power in family situations is a reality for every child and every parent. It is used in families in a variety of ways. "Family power is defined as the ability (potential or actual) of individual members to change the behavior of other family members. Power in the family... varies greatly over time and is influenced by a host of factors (age of parents and children, the amount of predictable and unpredictable stress encountered by the family, and the economic, cultural, or intellectual resources and opportunities). Power moves back and forth between members who are all affected by the transactions. In other words, one member cannot utilize power without other family members being affected and influenced" (Morgaine, 1988, p. 72).

Parents may not think about how the use and results of power affect themselves and their children, their families, their community and society. But what happens in a family will be a strong determinant in a child's formation. Brown (cited in Morgaine, 1990) claims that an individual's assumptions about power influence his or her beliefs and commitments to other human beings. Parent-child relationships and the use of power in those relationships also influence their behaviors in adult life. Miller (cited in Morgaine, 1990) states that: "When children grow up as subordinants to dominant figures who discount their needs and feelings and subtly disrespect them, they grow into adults who have a need to dominate others."(p. 69) An awareness of the influence of power in parent-child relationships can assist the parent in establishing patterns of behavior which benefit the child, as well as the family and the community in a positive manner.

TEACHER PREPARATION:

1. **Think back to when you were a child. What types of power did you experience from your parents? From others? How has that affected you as an adult?**
2. **Reflect on your own experiences of dominance and subordinance? When were you/are you in a position of dominance? When were/are you in a position of subordinance? How has that affected as an adult? As a parent? As a teacher?**

DIRECTED ACTIVITIES:

Supporting Concept A: Power Defined

1. **"Use of Power"**: A few days before the unit begins, ask students to find at least two sentences or phrases in which the word "power" is used. They could look for samples in many different places: people's conversations, television, radio, newspaper, magazines, billboards, songs, etc. Ask them to write the lines down and bring them to class. Have students print their phrases on a bulletin board or large piece of butcher paper as they bring them in. The activity is designed to arouse interest and begin an awareness of power, as well as to provide material for discussion. *(Awareness of Context)*

2. **"Examples of Power"**: Invite the class to share some of the examples of power they brought to class. With these examples in mind, have students complete SM-1 ("My Thoughts on Power in Relationships") individually. In addition to providing the material for a beginning discussion of the meaning(s) of power, student responses at this point will furnish a base for assessing changes in thinking and learning as study proceeds. Inform students that their ideas will be shared with classmates and collected but that there are no "right" answers.

   In groups of three, have students compare and contrast their responses to SM-1 by using SM-2 ("Comparing Ideas About Power"). Students may write their group's responses to each of the questions on different areas of the chalkboard or on newsprint to facilitate class discussion. As a total class, reach some areas of agreement and identify areas of differences. The following questions may assist students in arriving at shared meanings:

- -How did you define power?
- -Were the definitions of power similar or different within your group?
- -In what ways were the definitions the same?
- -In what ways were they different?
- -Why would different people have different meanings?
- -Is it possible for the same person to hold different meanings for power?
- -How can power be both good and bad?
- -Where do our ideas about power come from?
- -Are we able to come to agreement on a definition of power that we can start with as we begin this unit?

Together, have the class develop a common definition of power which may later be changed or refined if necessary. Write common definitions on paper and place on the bulletin board for future reference. *(Awareness of Context)*

Supporting Concept B: Kinds of Power Used in Families and Society

3. **"Kinds of Power":** Present the three kinds of power by projecting the transparency SM-3 ("Kinds of Power used in Families and Society"). Describe the kinds of power by using information given in the Background Information. Have students help by giving examples as you explain. *(Awareness of Context)*

4. **"Power Over":** Illustrate "Power-over" by reading aloud or having students read SM-4 ("Excerpt from *For Your Own Good*" by Alice Miller, 1983). Have students respond by completing SM-5 ("Worksheet on Power-Over"). [The worksheet could be used as a journal activity.] Follow with class discussion, using the questions on the worksheet as a guide. *(Awareness of Context, Alternative Approaches, Consequences of Action)*

5. **"Power For":** Help students think about "Power-for" by having them complete SM-6 ("Worksheet on Power-For"). Follow with discussion. *(Awareness of Context, Alternative Approaches, Consequences of Action)*

6. **"Dominance and Subordinance":** Help students perceive who the "dominants" and "subordinates" are in our society by making two lists on the board. On the list of subordinates, identify for which ones it is temporary and for which it is permanent. Relate these lists and the people on the lists to "power-over" and "power-for."

   - -Who are the dominants in society?
   - -Who are the subordinants?
   - -Do you notice any similarities within lists?
   - -How does being dominant in our society affect the use of power?
   - -What effect does power have on those who are subordinant?

   (Awareness of Context, Alternative Approaches, Consequences of Action)

7. **"Dominant or Subordinate?":** Use SM-7 ("Am I Dominant or Am I Subordinate?") to help students think about their own dominance and subordinance. In the discussion that follows, have students share their perceptions.

   - -Are there some that can be changed that they would like to change? Why?
   - -Who will benefit?
   - -How will they go about it?

   (Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)

8. **"Power With":** Have students read the diary entry and answer the questions on SM-8 ("Michelle's Diary/Worksheet on Power-With") to consider "Power-With". Again, follow with discussion. *(Awareness of Context, Alternative Approaches, Consequences of Action)*

Supporting Concept C: Effects of Power on Children

9. **"Effects of Power":** With the three kinds of power in mind, help students think about what kind of power is most desirable for individuals and families by asking the following questions:

   - -What are the results of each kind of power on individuals? On children? On parents? On families?
   - -Which kind of power is most desirable for individuals? Children? Parents? Families? Why?

   (Consequences of Action, Desired Results)

10. **"Use of Power"**: Help students become aware of the common and everyday use of power in families, individuals and society by asking them to choose one of the following activities:

    a. Watch a television show and note situations when power was used. Notes should include the situation and the kind of power used (power-over, power-for or power-with) should be labeled.

    b. Read magazine articles or books for examples when power is an issue, but it is not named. Bring examples to class and label them according to the kind of power used.

    c. Examine magazine, television advertisements and billboards for subtle examples of power. Bring examples to class and label the kind of power used.

    d. Examine other media sources (cartoons, radio, greeting cards, etc.) for subtle examples. Bring to class or write them down, labeling each one.

    Share findings with the class. Follow with discussion, using the following questions as guidelines:

    -What themes in these examples do you see repeated?
    -Where did these patterns come from?
    -In what ways have they changed over time? In what ways have they not changed?
    -What effect does the influence of material resources (wealth vs. poverty) have on the use of power?
    -Did you notice any difference in the use of power for persons of color? Did race or culture make a difference? What about sex? Age?
    -What are the short-term consequences of these actions on individuals? On children? What are the long-term consequences? Which ones are negative and which ones are positive?
    -What effect might the influence of power have on the development of a child's positive self image?
    -How might the use of power-over a child affect that child's own parenting actions?
    -What should the parents' goals be when exercising power?
    -How can the parents'goals be accomplished? What strategies could the parent use to empower the child?
    -What is the ideal use of power in parent-child relationships?
    (Desired Results, Awareness of Context, Consequences of Action, Alternative Approaches)

11. **"Action Plan"**: Help students create "action plans" related to the use of power between parents and children. Choose between the following activities to accomplish this:

    A. Have students write a 1-page paper to create a concrete plan for when they will be a parent (or when they work with children). Their statement should answer the following questions:

        1. What are your goals for the use of power in your relationships with children?
        2. How will you accomplish those goals? *(Desired Results, Alternative Approaches)*

    B. Have students complete SM-6 ("Think Sheet #3") in the unit "How to Introduce Practical Reasoning to Students". *(Desired Results, Alternative Approaches, Awareness of Context, Consequences of Action)*

RESOURCES:

Books and Periodicals:

Kranichfield, M. (1987). Rethinking Family Power. *Journal of Family Issues*, 8, 42-55.

Miller, A. (1983). *For your own good.* New York: Farrar, Straus, Giroux.

Morgaine, C. (1988). *Process parenting: Breaking the addictive cycle*. Minneapolis: Minnesota Department of Human Services.

Morgaine, C. (1990). *A critical theory of self-formation*. Unpublished doctoral dissertation. University of Minnesota, Minneapolis/St. Paul.

Morris, W. (Ed.). (1969). *American heritage dictionary of the English language*. (1969). New York: American Heritage Publishing Co.

Ryan, W. (1971). *Blaming the victim*. New York: Pantheon Books.

Stewart, C. & Zaenglein-Senger. (1982). *Social Casework*, 63, 457-464.

SM-1

MY THOUGHTS ON POWER IN RELATIONSHIPS

Directions: *The following questions refer to **power in relationships**. Answer them as thoughtfully as you can. There are no "right" answers and you can be as creative as you want as long as you tell **why** you write or answer what you do.*

1. What is "power"? What things is it **like**? What is it **not** like?

   Power is:

   It is like:

      because:

   It is not like:

      because:

2. Is there a difference between temporary and permanent power? If so, what is it? Give examples to illustrate.

3. Is power good or bad? Can it be both? Explain your answer.

4. Describe an example of the use of power in a relationship.

5. Why did you call this an example of power?

COMPARING IDEAS ABOUT POWER

SM-2

Directions: *Compare what you wrote on "My Thoughts on Power in Relationships" with two other students in class. Decide who will write down the answers to the questions below and who will write on the chalkboard for the class to see.*

1. What ideas about power did you **all** agree on?

2. What ideas about power did you **not** agree on? Why do you think you did not agree?

3. Together, write a definition of power (in relationships) that uses everyone's ideas.

   Power is:

   It is like:

   It is not like:

4. Jot down the questions that came up in your group that the whole class might talk about as we study the influence of power in parent-child relationships.

KINDS OF POWER USED IN FAMILIES AND SOCIETY

POWER OVER:

- when one person has power over another
- person with less power has no choice (coercion)

POWER FOR:

- persons with power give to those with less power for the purpose of "helping" them

POWER WITH:

- shared power
- working together to achieve the most desirable situation for all
- emphasizes equality and empowerment

EXCERPT FROM *FOR YOUR OWN GOOD*

By Alice Miller

The next passage is by J. G. Kruger:

> It is my view that one should never strike children for offenses they commit out of weakness. The only vice deserving of blows is obstinacy. It is therefore wrong to strike children at their lessons, it is wrong to strike them for falling down, it is wrong to strike them for wreaking harm unwittingly; it is wrong to strike them for crying; but it is right and proper to strike them for all of these transgressions and for even more trivial ones if they have committed them out of wickedness. If your son does not tire of defying you, if he does harm in order to offend you, in short, if he insists on having his own way:
>
> ***Then whip him well till he cries so:***
> ***Oh no, Papa, oh no!***
>
> Such disobedience amounts to a declaration of war against you. Your son is trying to usurp your authority and you are justified in answering force with force in order to insure his respect, without which you will be unable to train him. The blows you administer should not be merely playful ones but should convince him that you are his master. Therefore, you must not desist until he does what he previously refused out of wickedness to do. If you do not heed to this, you will have engaged him in a battle that will cause his wicked heart to swell with triumph and him to make the firm resolve to continue disregarding your blows so that he need not submit to his parents' domination. If, however, he has seen that he is vanquished the first time and has been obliged to humble himself before you, this will rob him of his courage to rebel anew. But you must pay especial heed that in chastising him you not allow yourself to be overcome by anger. For the child will be sharp-witted enough to perceive your weakness and regard it as a result of anger. . . . . If children are educated with befitting prudence at a young age, then surely it will very rarely be necessary to resort to such forceful measures; this can hardly be avoided, however, if one takes children in to be reared after they have already developed a will of their own. But sometimes, especially when they are of a proud nature, one can, even in the case of serious transgressions, dispense with beatings if one makes them, for example, go barefoot and hungry and serve at table or otherwise inflicts pain upon them where it hurts. [Gedanken von der Erziehung der Kinder (Some Thoughts on the Education of Children) 1752, quoted in Rutschky]

From: ***For Your Own Good*** by Alice Miller, published by Farrar, Straus and Sirous, New York, 1983.

SM-5 WORKSHEET ON POWER-OVER

Alice Miller's quote from J.G. Kruger is an extreme example of parents' power over children. In order to better understand the consequences of power over others, consider the following questions:

1. What kinds of situations have you been in where "power-over" has been used on you?

2. How might this affect your authenticity?

3. In what ways have you observed parents using "power-over" children?

4. What must it feel like for a child to be in a situation where adults exert forceful "power-over" children?

5. What might be the long-term effects?

WORKSHEET ON POWER-FOR

SM-6

Consider the following questions:

1. What is a situation where your parent used "power-for" on you?

2. How might this affect your authenticity?

3. In what ways have you observed parents using "power-for" with children?

4. What might be the long-term effects?

5. In what ways have you observed "power for" being used in society?

6. How do those actions affect a person's authenticity?

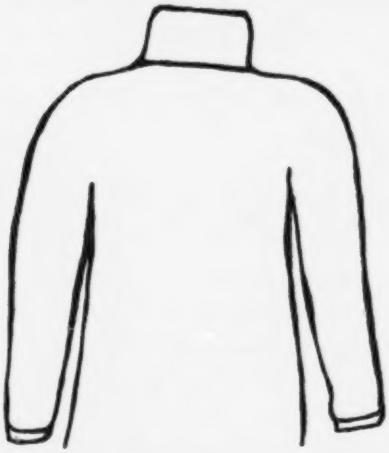
SM-7

AM I DOMINANT OR AM I SUBORDINATE?

Directions: Reflect on your own position in society. Visualize yourself wearing the T-shirts below with labels on them that describe you. On each one, list all the ways in which you fit into that category.

DOMINANT - List ways you are dominant in society.

TEMPORARILY SUBORDINATE - List ways in which you are temporarily subordinate in society.



PERMANENTLY SUBORDINATE - List ways you are permanently subordinate in society.

MICHELLE'S DIARY/WORKSHEET ON POWER-WITH

Read the excerpt from Michelle's diary (she is in eighth grade) and then answer the questions that follow.

> **May 1, 1990**. Dad called and said he would send me a ticket to come see him. He wants me to stay with him a whole month. I'm not sure I want to go, but I don't want to hurt his feelings. Mom said we don't have to decide yet. What should I do, dear diary? Mom's yelling for me to go to sleep.
>
> **May 3, 1990**. Well, Micky is on her water diet again. Her Mom doesn't know, but I secretly hope she finds out so Micky will stop. I feel sorry for her because she wants to be thin.
>
> I still can't decide whether to go to Dad's in August. It's too long to be away from my friends — they'll forget me if I'm gone even for a day. But I kind of want to see his new place and go to the beach.
>
> Mom and I had a long talk about it. She'll miss me if I go, and that makes me feel bad. At first she said she wouldn't miss me, but was worried about me being on the plane and in the airport alone for the whole day. As though I'm a baby! But then she said honestly that she would miss me. Inside, it makes me feel guilty that she'll be lonely. But then she said she could recover her red chair and read a book while I'm gone to keep her busy. We agreed it could be kind of nice for both of us. I don't know why Dad left her — oh well, I can't do anything about that. Anyway, Mom said to write down the reasons for going and not going and then she would help Dad and me decide and a compromise might work.
>
> Tomorrow I get to buy some radical new shoes. I'm going to get some like Jan's.

1. What part of the diary entry is indicative of "power with"?

2. What might be the consequences of the way the mother is using power with Michelle?

3. What kinds of situations have you been in where "power-with" has been used on you?

4. How has that affected you?

5. In what other ways have you observed parents or other people in society using "power-with" on children?

PERENNIAL PROBLEM:

What should be done about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships.

RELATED CONCERN:

Basic Human Needs and Safety.

DESIRED RESULT FOR STUDENTS:

Students will examine the basic human needs of children.

LEARNER OUTCOMES: Students will:

1. Become aware of basic human needs in their own lives.
2. Examine basic needs of human beings, specifically those of children and parents.
3. Consider the desired results when children's and parents' basic needs are met.
4. Analyze alternative ways which parents can meet the needs of their children.
5. Analyze the effect (consequences) of met and unmet needs on the lives of children.
6. Begin to understand the role that human needs play in parenting.

SUPPORTING CONCEPTS:

A. Basic Human Needs (according to Maslow's Hierarchy of Needs).

   1. Physical

   2. Safety/Security

   3. Love/Sense of Belonging

   4. Esteem

   5. Self-Actualization

B. Impact that parenting has on meeting the human needs of children.

C. Children's needs vs. parent's needs.

BACKGROUND INFORMATION:

People are all different, but they are also very much alike. One way they are alike is that they all have the same basic needs. This is true for both children and their parents.

One perspective on human needs is given by Abraham Maslow, a psychologist, who spent much of his life studying human needs. He categorized what he considered to be basic human needs and placed them into a certain order or in a hierarchy. Maslow believed that people must first meet their needs at the lower levels before they can meet their needs at the higher levels. He placed human needs into the following categories:

1. ***Physical*** needs are related to body functions and include needs such as food, water, air, rest, clothing, shelter, and medical care. People can think of nothing else until these needs are at least partially met (Maslow, 1954). The costs of meeting physical needs are expensive for parents, but they come as part of the job and they should be prepared to handle them.

2. ***Safety/Security*** needs deal with feeling safe and protected from harm (Maslow, 1954). For both children and adults, it can include having security in a routine, having a place to live free from danger, freedom from adverse weather conditions, criminals, etc. For adults it may mean security from financial problems, which may cause people to buy health, fire or home insurance.

3. ***Love/Sense of Belonging*** is related to our relationships with others, such as love, friendship, feeling needed and accepted, receiving praise and support and encouragement, and having a sense of belonging (Maslow, 1954). It is the need to care about others and have others care for us. The need for love is important to human survival, especially in the very young. Without love, babies may die. Parents' love should be given freely and constantly to each child. Children need to know they are loved for who they are. The knowledge they are loved gives them a sense of security, which helps them feel good about themselves and helps them develop self-confidence.

4. ***Esteem*** needs are related to our feelings about

ourselves, such as social approval, self-respect and respect and admiration from others (Maslow, 1954). It includes the need to be recognized as a worthwhile person and to feel a sense of achievement in our efforts.

5. *Self-Actualization* is realizing one's full potential, doing what one can do best, believing in oneself and having confidence in one's abilities.

Jensen and Kingston (1986) indicate that the removal of security or the deprivation of physical needs has a negative impact on children and can produce lasting effects. The writers say that "even the failure to provide conditions conducive to sleep has negative psychological effects. Chronically malnourished children experience growth retardation not only physically, but also psychologically. Improper and adverse housing conditions such as overcrowding, poor lighting, and inadequate space have been shown to have adverse psychological effects, especially on children. Failure to meet physical needs does not simply result in temporary discomfort, but may impede necessary psychological development. Physical neglect may manifest itself indirectly through a neglected child's behavior. Children who appear lazy, tired, and indifferent may, in actuality, be suffering from poor eating habits" (Jensen and Kingston, 1986). Children's fears because of poor clothes or inadequate housing may even need to be recognized and attempts made to alleviate these fears.

While unmet physical needs impede psychological development, there is research to indicate that those provisions are not enough. Having safety, health care and physical necessities alone do not ensure proper development of psychological and social needs.

It seems important to remember that while parents have a responsibility to meet the needs of their children, they also have needs of their own which must be met. There will be times when the needs of the parents will conflict with the needs of children.

With this in mind, parents will often need to make difficult decisions in order to meet the needs of their children adequately. Specific decisions parents may face in providing for children are those related to housing, clothing, food, education, health, safety, self-esteem, childcare providers, friends, career and many others.

TEACHER PREPARATION:

1. Reflect on your own childhood. What were the basic needs you had? Were they met? Who met them? How has the meeting of those needs or the lack of them affected you as an adult?

2. How can you help your students to become aware of the needs children have (including individual needs) and ways to meet those needs?

DIRECTED ACTIVITIES:

Supporting Concept A: Basic Human Needs

1. **"Student Reflection"**: Help students become aware of the needs that people have by asking them to reflect on their own lives up to this time. Have them individually make a list of all the needs they can think of that they have had up to this time. After they have had time to write, ask students to name some of them. Write them on the board. Discuss:

   -Have all of your needs been met?
   -Can you think of some times when certain needs have not been met?
   -How does it affect you when some of your needs are not met?
   -What are some long-term effects when people's needs are not met?
   -Who has met your needs?

   In groups of 3 or 4, have students make a list of needs their parents might have.

   -Do all of their needs get met?
   -Who meets their needs?
   -How might it affect you (their children) when their needs are not met? *(Awareness of Context, Consequences of Action)*

2. **"Needs Vs. Wants"**: Project the "Family Circus" cartoon (SM-1) on a screen with an overhead projector. Have a couple of students interpret what they think the meaning is. Students will most likely have used the word "need" in their interpretation.

In groups of 3 or 4, have students create some definitions for the words "needs" and "wants." Have them compare their definitions with the rest of the class and then come up with one definition from the whole class.

-What are the differences between these terms?

In the same small groups, have them make a list of needs and a list of wants. (Possible needs/wants: self-fulfillment, latest hair style, variety, acceptance, air and water, self-worth, belongingness, high school diploma, recreation, good health, religion, housing, friendship, food, music lessons, love, vacation to Hawaii, job training, clothing, new stereo.) As a total group, refer back to the lists of needs they identified for themselves and for parents.

- -Are any of these really "wants" instead of "needs"?
- -Do you think all people agree as to whether they are needs or wants? Why or why not?
- -What are some factors that influence what we sometimes interpret as "needs" instead of "wants"?

Assign students to find an advertisement or the words of a song which illustrates how people are meeting their needs and/or satisfying their wants.

- -What are the messages in the song or advertisement? Share it with the class.
- -How do these examples give us messages about what needs are OK to have?
- -How do these messages influence our wants? Our actions?
- -How might they affect our parenting? *(Awareness of Context, Alternative Approaches, Consequences of Action)*

3. **"Examples":** Consider the following examples that influence needs and wants:

   a. How does growing up in a family that teaches children how to negotiate and problem-solve influence a person's need for acceptance?

   b. How does watching 30 hours of prime-time TV and the advertisements influence a person's feelings of self-worth?

   c. How does growing up black, or American Indian, or Southeast Asian influence the self-esteem or belongingness when only white people are observed on TV, in magazines, and on billboards?

Ask students to add other examples. *(Awareness of Context)*

4. **"Maslow's Hierarchy":** Project a transparency of "Maslow's Triangle" (SM-2) on an overhead. Explain that this is one person's theory on the needs of humans. Give examples and explain the hierarchy. Have students add to the examples and discuss possible disagreements or limitations they see in this theory.

   -Do they know of other theories?

   Have students reflect on their own life experiences again in relation to Maslow's Hierarchy by individually completing SM-3 ("Applying Maslow's Heirarchy to your own Needs").

   Have students discuss or make a journal of examples of a time when: 1) their physical needs were not met, 2) when their security needs were not met and 3) when their love, self-esteem, and self-actualizing needs were not met.

   - -How did it feel when your need was not met?
   - -How would it be different if your parents were richer? Were poorer? Of a different culture? From a rural/urban area? *(Awareness of Context)*

5. **"Individual Differences":**

   - -Are everyone's needs the same?
   - -How are they alike and different?

   Use Maslow's Heirarchy to consider how the following individual circumstances might affect someone's needs?

   a. A teenager?
   b. A person newly immigrated from southeast Asia?
   c. A male teenager whose father has always wanted him to be a pro-football player?
   d. A teenager who has been told by her family that she is ugly?
   e. A teenager who has been an incest victim?

-What basic needs are most important to you?
-Did your grandparents have similar needs?
-How is it different now than it was for them 50 years ago?
-How do our needs affect our choice of food? Housing? Career?
-What is the goal for all persons regarding basic needs?
-What are possible effects on a person when basic needs are not met?
-What are influences and factors from outside the home which affect whether or not basic needs can be met? *(Awareness of Context, Desired Results, Consequences of Action)*

6. **"Adventure on Mt. Bachelor":** In small groups, have students read the scenario on SM-4 and then answer the questions. When finished, discuss as a class. *(Awareness of Context, Desired Results, Consequences of Action, Alternative Approaches)*

7. **"Case Studies":** Have students analyze the needs for two family situations given below. In each case, ask the following questions:

-What are the needs? Whose needs are they?
-How and who will/can meet these needs?
-If these needs are not met, what will be the result?

Case study #1:
Mary, age 35, divorced, has custody of her three schoolage children. They live in a rented apartment. Mary has a full-time job.

Case study #2:
Tom is 40, Tami is 37. They are married and the parents of Steve, age 16, and Lori, age 13, who is severely retarded. Tom is employed full-time and Tami is a full-time homemaker.

(Consequences of Action, Alternative Approaches, Awareness of Context)

Supporting Concept B: Impact that Parenting has on Meeting the Basic Needs of Children

8. **"Needs of Children":** Ask students to list basic and important needs of children. (These will be similar to their own needs listed at the beginning of the unit.) Have them identify some needs of children by choosing one of the following:

a. Find newspaper articles (or use ones provided on SM-5) that illustrate some needs children have.

b. Find excerpts from novels or children's books which illustrate the needs of children.

-What are some needs of children and teenagers identified in these articles or books?
-What are some ways these needs can be met? *(Awareness of Context, Alternative Approaches)*

9. **"Independence":** One need a child has is "independence." The student might reflect on his or her own experience in considering why it is important for them to be independent.

-When is it important for children to begin to be independent?
-In what ways do parents resist children becoming independent?
-How have you experienced independence?
-How would it be different if your parents were richer? Poorer? Of a different culture? From a rural/urban area?
-What would happen in family situations if parents ignored the needs of their children?
-What are the long-term and short-term consequences of meeting a child's needs? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

10. **"Health Needs":** Invite a pediatrician or someone from the medical field to talk about meeting a child's health care needs. He or she should cover the following questions:

-How does a parent insure that a child grows up healthy?
-How does a parent know if a child needs medical care? Immunizations? Dental care? When to call the doctor? How do you know what doctor to call?
-Who decides how much sleep a child needs? The child? The parent?
-What other health needs do children have?
-Are health needs the same for all ethnic groups or cultures?
-How might family income affect health care of children? *(Awareness of Context, Desired Results, Alternative Approaches)*

11. **"Safety Needs":** To answer the question, "What makes a home and environment safe for infants and children?", have students read in textbooks ways of keeping a home and environment safe for children. Assign each of them to make a small poster (construction paper size) to illustrate one way. Have each student share his or her poster with the rest of the class. *(Awareness of Context, Desired Results)*

12. **"Clothing Needs":** Students can read textbooks and articles on utility, launderability, safety and individuality as it applies to clothing children and then share as a class.

    -Why do people wear clothing?
    -What are the messages society sends us (in advertisements, on TV, on billboards, etc.) regarding clothing?
    -What might be the result of a parent going along with these messages when their income can not afford it?
    -How does one select clothing for children? *(Awareness of Context, Desired Results, Consequences of Action)*

13. **"Food Needs":** Students may be given reading assignments to examine what the literature says about the food needs of children.

    -Who decides what a child eats?
    -What is the desired result when it comes to feeding children?
    -How can these results be accomplished?
    -What are the consequences of these various methods?
    -Who beside parents are responsible for feeding children? (childcare centers, schools, babysitters, etc.) *(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)*

14. **"Tracking":**

    -Can you think of any times when no one knew where you were? How did you feel?
    -What might have been some negative results from that experience?

    Have each student interview at least one parent and ask him/her the questions below. Share responses with the entire class.

    -Is a parent responsible for knowing where their child is at all times?
    -Does the answer change from infancy to adults?
    -What does that mean in terms of how adults carry out other life roles?
    -What are ways "tracking" can be accomplished? *(Awareness of Context, Alternative Approaches)*

15. **"Child's Behavior":**

    -Can the principles we're discussing (on meeting a child's needs) apply whenever you work with children? How?
    -When you have observed children at play, what various techniques were used by children to gain acceptance into the group?
    -Which techniques were most useful and successful?

    Think of a child's poor behavior that annoyed you. Using what you have learned about human needs, what needs do you think that child was trying to meet?

    -What are some helpful and not so helpful ways to react? *(Alternative Approaches, Consequences of Actions, Awareness of Con*text)

16. **"Parent Decisions":** Have students complete SM-6 ("Parent Decisions") and then share their answers with the class. *(Desired Results, Alternative Approaches, Awareness of Context)*

17. **"Special Needs":** Some children have "special" needs which parents must consider. Invite a guest speaker (social worker, school psychologist or parents with "special" children) to speak to the class. [An **alternate idea**: arrange a field trip to a facility for special needs children.]

    -What are some special needs of children which will affect how they are met? (mental retardation, physical handicaps, muscular disorders, hearing disorders, blindness and visual handicaps, emotional handicaps, etc.)
    -How are these needs different from those of other children?
    -How does that affect parenting?
    -What are some local, state, and national resources related to helping these children?
    - What are some desirable results for these children? *(Awareness of Context, Desired*

Results, Alternative Approaches)

18. **"Parent's Resources":** Parents sometimes need help in meeting the needs of their children. (Note to the teacher: It may be helpful to refer to the unit on "All Citizen's Responsibility for Children's Well Being.")

    -What resources does a parent have to help him/her meet the needs of his/her children?
    -How should society be set up to help people meet their basic needs? *(Desired Results, Awareness of Context, Alternative Approaches)*

Supporting Concept C: Children's Needs vs. Parents Needs

19. **"Parent's Needs":**

    -What needs do parents have?
    -How are their needs met? By whom?
    -How do their personal needs influence their decisions in parenting?
    -Should parents deny their needs in order to meet the needs of their children?
    -How is one's emotional state related to the ability to cope with the responsibilities of being a parent?
    -How might a parent-child relationship be affected by how the parents' basic needs are being met? *(Awareness of Context, Alternative Approaches, Consequences of Action)*

20. **"Parent Panel":** Invite 4 or 5 parents to class to talk about how they balance meeting the needs of their children vs. their own needs. *(Awareness of Context, Alternative Approaches, Desired Results)*

21. **"Summary":** Close this unit by choosing one of the following activities for the students

    A. To help students summarize, lead discussion have them address the following questions in writing:

    -What are the major ideas (related to needs) we have been discussing?
    -Of what value is an understanding of needs and how they affect behavior?
    -In what other situations could you apply these ideas?
    -How will the knowledge of these principles affect your own parenting/child care? *(Desired Results, Awareness of Context)*

    B. Help students apply these principles to their own parenting/childcare by having them complete SM-7 ("Meeting Your Child's Needs"). *(Desired Results, Alternative Approaches)*

RESOURCES:

Books and Periodicals:

Jensen, L. C. and Kingston, M. (1986). How organization is developed in the home (pp. 162-173). *Parenting*. New York: Holt, Rinehart and Winston.

Maslow, A. (1954). Higher and lower needs. *Motivation and personality.* New York: Harper and Row.

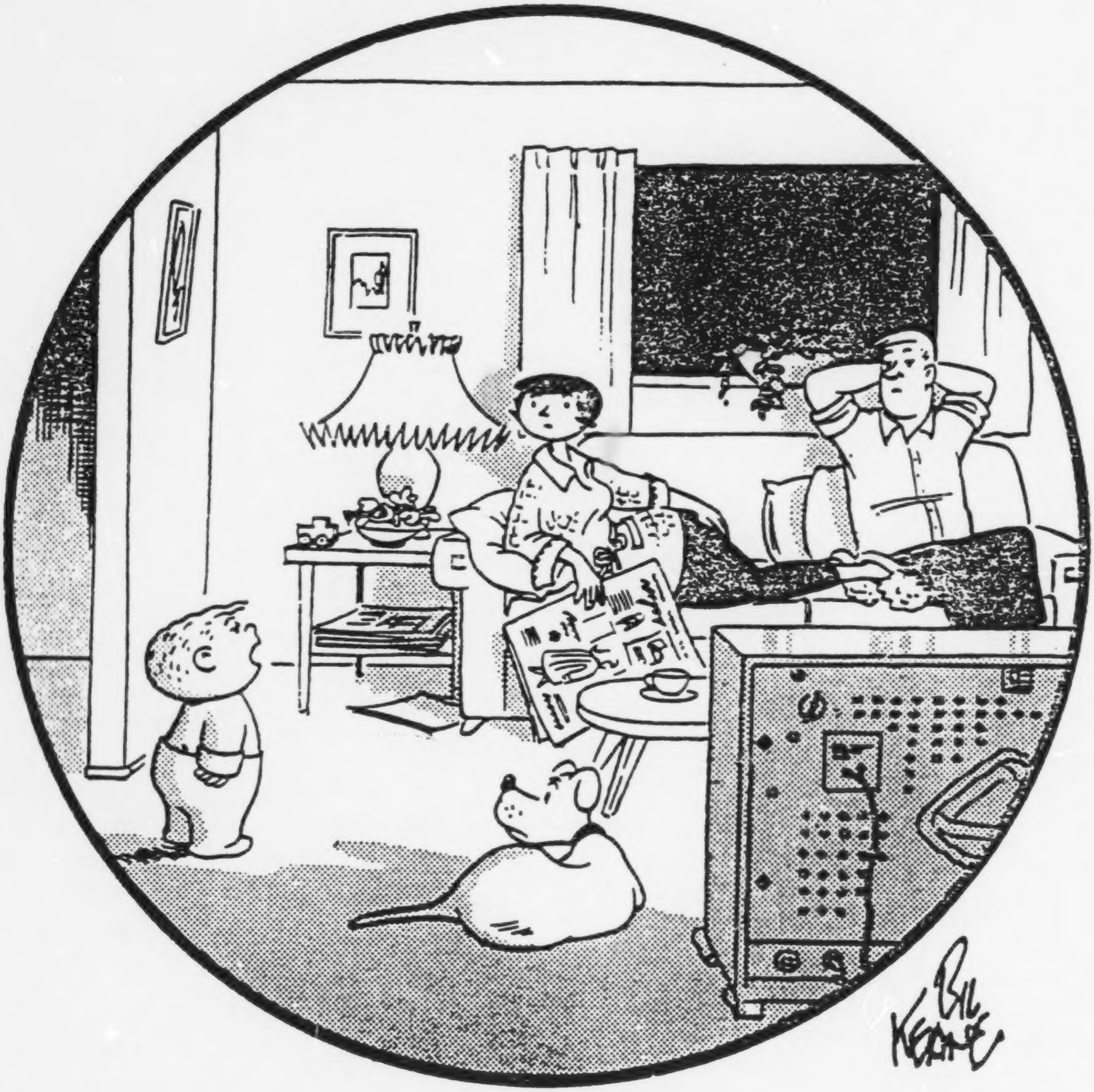
McGinley, H. (1983). Every person has needs, (pp 7-16). *Caring, deciding and growing*. Lexington: Ginn and Company.

Parents discouraged over possible release of attacker. (1989, February 10). *Democrat Herald*, pp. X-5.

Curriculum Guides:

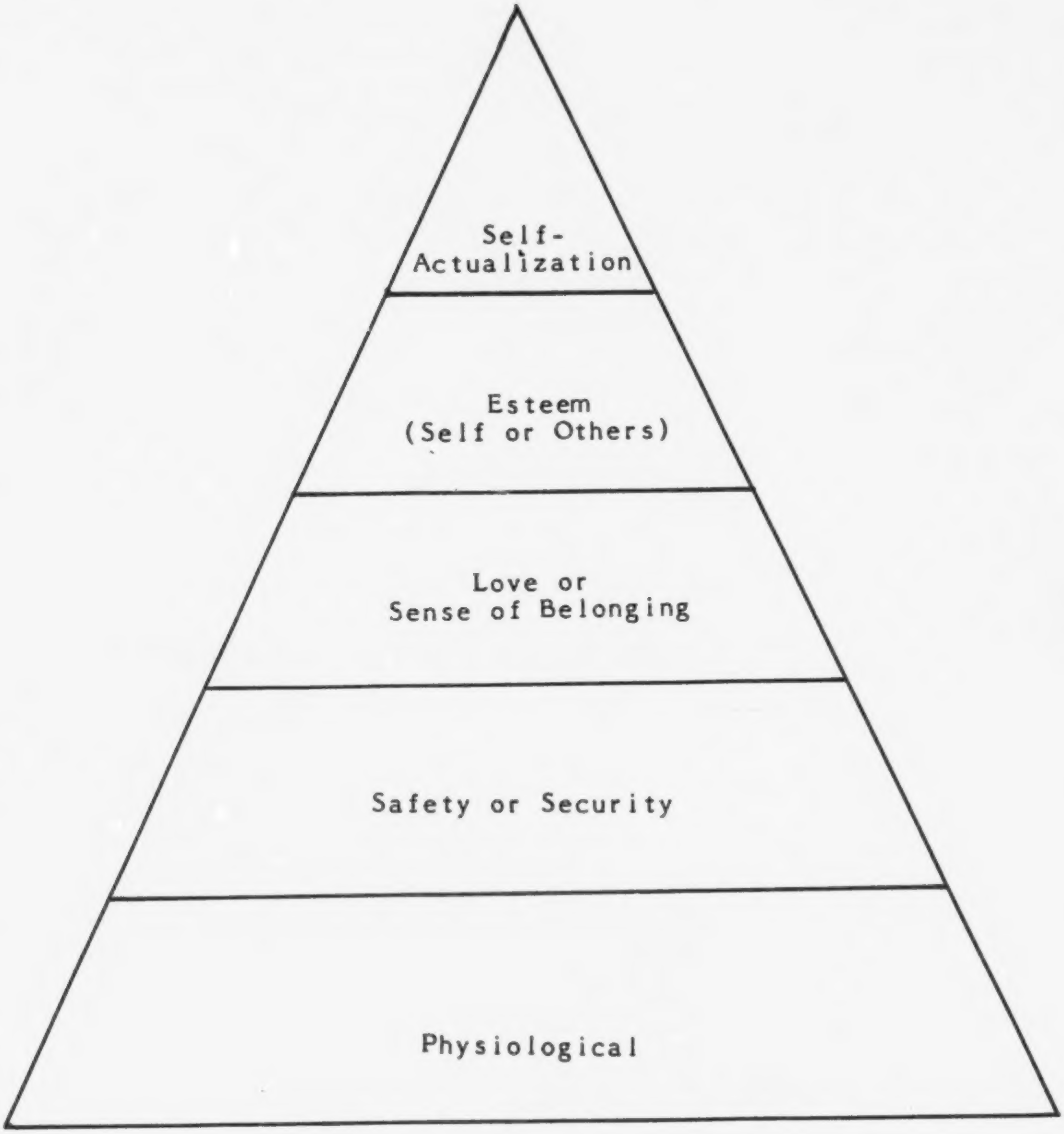
Tennessee Department of Education. *Instructor's guide for family living and parenthood education: A competency-based approach.* Nashville, TN: Division of Vocational Technical Education, pp. FL-PE-I-58.

FAMILY CIRCUS



"I don't feel so good. I think I need a hug.

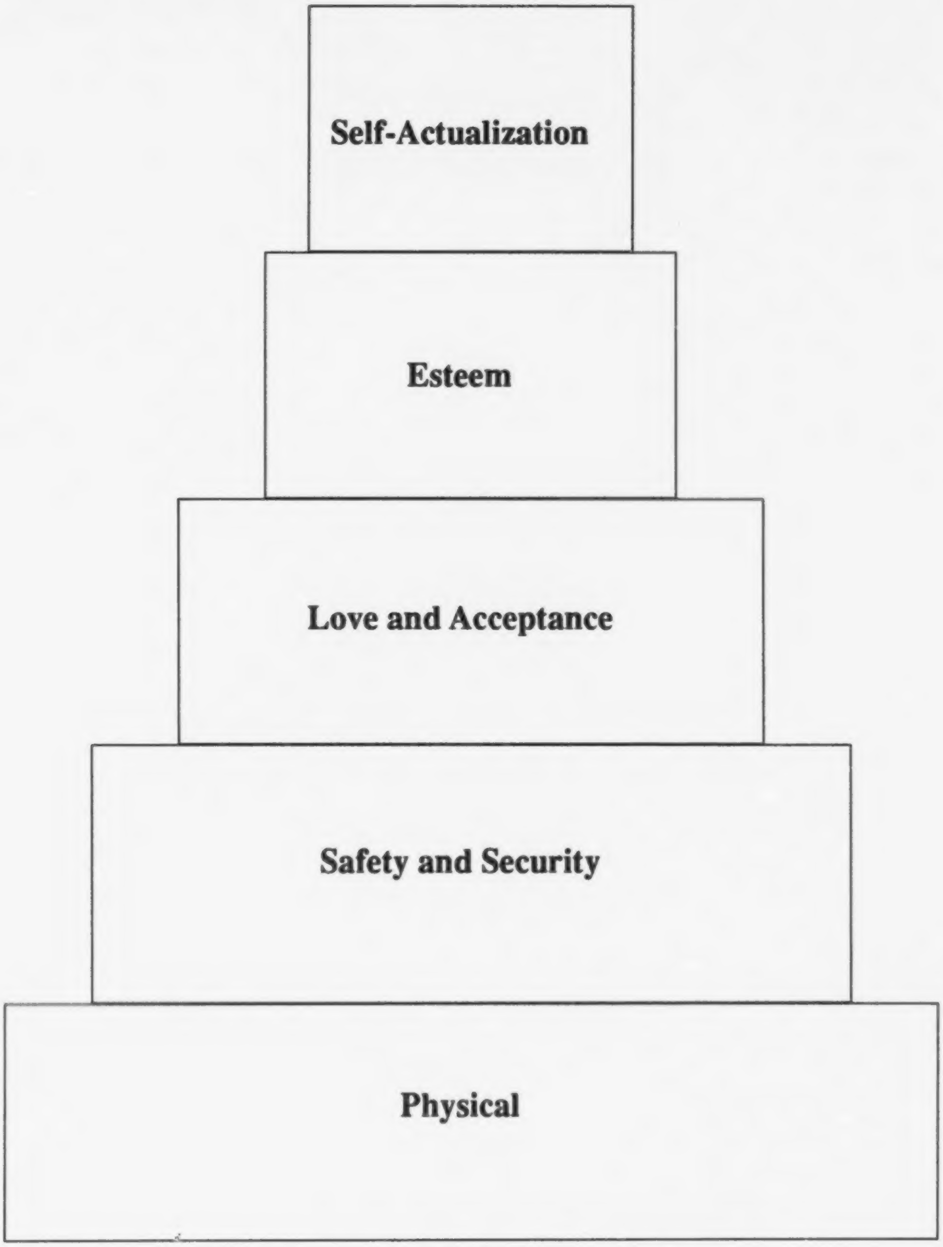
MASLOW'S TRIANGLE


Self-
Actualization
Esteem
(Self or Others)
Love or
Sense of Belonging
Safety or Security
Physiological

THE HIERARCHY OF HUMAN NEEDS

APPLYING MASLOW'S HEIRARCHY TO YOUR OWN NEEDS

Directions: *Make a list of everything you did yesterday. For each activity, consider all the needs (on Maslow's Heirarchy) you were trying to fulfill, either consciously or unconsciously, and write the activity in the space corresponding to the need.*


Self-Actualization
Esteem
Love and Acceptance
Safety and Security
Physical

SM-4

ADVENTURE ON MT. BACHELOR

Directions: *Read the scenario below and then answer the questions that follow.*

You and three of your friends are spending a Saturday cross-country skiing near Mt. Bachelor. You have a nice lunch in a sunny meadow and a nice time talking while you rest. About 3:00 PM you decide to quit, but discover that no one knows how to get back to the car. You spend the next 3 hours trying to backtrack and find your way out, but realize you are really lost and need to think about some alternatives. When it begins to get dark, you decide you will have to spend the night.

1. Identify the basic needs of you and your friends in this situation. Remember, you have physical, social and individual needs.

2. Which needs are most important and should be met first, second and third?

3. What if "love/sense of belonging" was the most important need? What if "self-esteem" was the most important?

4. What might happen if these needs were not met?

5. What is the desired result related to everyone's needs in this situation?

NEWSPAPER ARTICLES TO ILLUSTRATE BASIC HUMAN NEEDS

SM-5

Parents discouraged over possible

MEDFORD (AP) — Two Medford couples who say their faith in the criminal justice system is shattered still hope to convince prison officials to reverse a decision to release a man who tried to kidnap their two daughters.

The man, who threatened the girls with a knife, may be let out of prison just four weeks after he was sentenced to two five-year terms because of prison overcrowding.

The parents of the girls, ages 12 and 13 at the time of the attack, were notified last week that their assailant, Mark Scott Bracken, 31, could be released on Feb. 23, just four weeks after his two five-year terms began.

The notice of the release, made possible under a program to alleviate prison overcrowding, arrived just two weeks after Bracken was sentenced in Jackson County Circuit Court.

"It makes you lose faith in the justice system," said Mark Burcham, the father of one of the girls. "There is no justice."

Burcham's wife, Mary, agrees. She said, "What they're saying to this man is, 'So what?' So he held a knife to one of those girls. And that's what they're saying to those girls, too: 'So what?'"

The judge that sentenced Bracken on Jan. 17 also is concerned with the girls' welfare.

"I think these girls were really hurt emotionally," Judge L.A. Merryman said. He said the release shows the Corrections Division "is contemptuous of what happened to those kids."

The possibility Bracken may be released is not the first setback the parents suffered, the Burchams and Brad and Colleen Barnes said. In a plea bargain, first-degree kidnapping charges against Bracken were dropped in exchange for a guilty plea to attempted kidnapping.

But the Burchams and Barnes' believed Bracken still would be punished.

"We kept looking down the road, saying our goal was to get this man off the streets, and as long as he's off the streets, it's OK," Mary Burcham said.

Their daughters had been waiting near McLoughlin Junior High School for a ride home from a concert. The two stood together with an adult who had arrived to take another girl home.

release of attacker

As they waited at their friend's pickup truck for their own rides to arrive, Bracken approached grabbed one of the girls and pushed her into the truck with the two other girls and the driver. He held a knife to her throat and demanded a ride to Jacksonville. As the truck moved, Bracken lost his balance and the three girls pushed him out.

"Obviously, the girls were doing everything right," deputy police chief Bill Bruchman said. "There was probably nothing anyone could do to prevent this, short of riding in an armored vehicle."

A Corrections Division supervisor, who is reviewing Bracken's case, says he understands the families' anger and frustration.

Release manager Lou Lewandowski said information from a psychological evaluation will be reviewed before release is allowed.

"The individual is going to be looked at very closely before we let him out," Lewandowski said. "I can see the parents' concern. Several little kids went through some serious mental problems."

Colleen Barnes plans to speak to corrections officials against the possiblity of release. She said she knows what she'll say to corrections officials, but she doesn't know what to tell her daughter.

"At this point, I'm at a loss for words to explain what is happening," she said. "I don't understand it myself."

Tonya Fodge...
Miss N.W. Rodeo

N. Albany woman starts reign in rodeo

Tonya Fodge has begun her reign as Miss Northwest Rodeo of 1989. The North Albany resident was chosen on the basis of horsemanship, poise, personality and public speaking.

She will represent Idaho, Oregon, Washington, and Northern California. Her main duties will be making appearances and competing in parades and rodeos throughout the region.

Fodge, who has appeared in rodeos since she was 5, was a princess on the 1985 Philomath Frolic Court. Fodge, 20, is employed as a secretary for the Linn County Health Department.

Albany Democrat Herald

Immunization date nears for children

By CINDY LOPEZ
Albany Democrat-Herald

More than 500 children in Linn and Benton counties will be banned from attending school or certified day care centers unless they receive necessary immunizations and update their vaccination records by Wednesday.

Oregon's immunization law requires that records be maintained proving that children have been properly immunized against diphtheria/tetanus, polio, measles, mumps and rubella. Records must show the dates in which immunizations were given. Documentation is required for children who are exempt from certain immunizations.

In Linn County, 377 exclusion letters have been sent to parents. Of those, 303 children need vaccinations and the other 74 have no immunization records on file. Breakdowns by city were not available.

Barb Munroe, Albany School District nurse, said she estimates there are 135 children in the district who need shots or immunization records.

The Benton County Health Division has sent out 143 letters: 114 for children who need additional shots and 29 for those without records on file.

Judy Ladd, a registered nurse in Benton County, said letters were mailed to parents of 18 North Albany youths. Six of the North Albany youngsters do not have any immunization records on file and the others need immunizations.

Parents may call county health departments to set up immunization appointments for their children. For more information, call the Linn County Health Division, 967-3888. North Albany parents should call Benton County Health Division, 757-6835. Barb Munroe, who is based at Central Elementary School, can be reached at 967-4554.

The Linn County Health Division, located in the courthouse annex at Fourth and Broadalbin in Albany, has set up immunization clinics available by appointment only. The clinics will operate from 1:10 to 3:30 p.m. Friday through Wednesday, Feb. 15. A sliding fee scale will be used and no one will be turned away due to inability to pay, said Lynn Cochrane, community health nurse.

Albany Democrat Herald

Young inventors show contraptions

By LESLIE H. DREYFOUS
Associated Press

BOSTON — Looking for a better mousetrap? A machine to mix your Alka-Seltzer? A rude awakening?

All are available this weekend at the Boston Museum of Science, where some of America's most inventive — if not practical — young minds are showing off some of their creations.

"You could set this thing up by the bed before going out on Saturday night and crank it up first thing in the morning," said Brian Langan of Newton, Mass., the 12-year-old co-creator of the automated Alka Seltzer To Go machine. "It could really catch on."

To Brian's left, John Dodson demonstrated his mouse exterminator.

"The mouse smells the cheese and runs up the plank," the elementary school student said. "When he does, it sets off a whole series of reactions that ends right here, with this one-pound weight dropping on his head."

The "Wacky Waker-Upper" designed by Mike Shields, Dan Pozen and Eric Osterberg was a natural crowd-pleaser.

The alarm clock reels in a string which triggers a pulley that opens a door, Pozen explained.

"And the ball flies out the chute to hit you in the face. It really works," the 12-year-old said, gesturing toward the cot where Osterberg was stretched out and ready to receive another bonk on the forehead.

Charles Chiotelis, a 69-year-old former teacher from Lincoln, Mass., watched as the students pitched their projects.

"It's all about showmanship," said Chiotelis, who in his retirement has marketed a few of his own inventions. "It's learning to make the invention colorful, interesting. These contraptions may not be very practical now, but you may have a superengineer of the 21st century among these students."

Nurturing young talent is the whole point of the 11th annual Inventors Weekend Exhibition, which provides a showcase for 80 adolescent New Englanders, plus a few of their elders.

"It's important to try and spark students, to encourage them to see new ways of doing things," said Priscilla Korell, who represented the Boston Edison Co. on a panel of exhibition co-sponsors that included the Massachusetts Institute of Technology and Inventors Association of New England.

Across the room from their younger counterparts were the exhibition's more seasoned inventors.

Herb Brown said he hadn't yet tried his Galvanic Electro-Fish under real conditions to see whether the artificial bait's electric field would attract fish. But tests in his homemade tank were promising, he said.

"It definitely tantalizes them to a point," said Brown of Burlington, Vt. "Of course, nothing helps when there are no fish biting."

Crustaceans, rather than the catch of the day, were of more concern to Peter and Ellen Howard. The Boston couple said New England's fisherman have been catching plenty of crabs but that extracting meat from the shellfish is too costly.

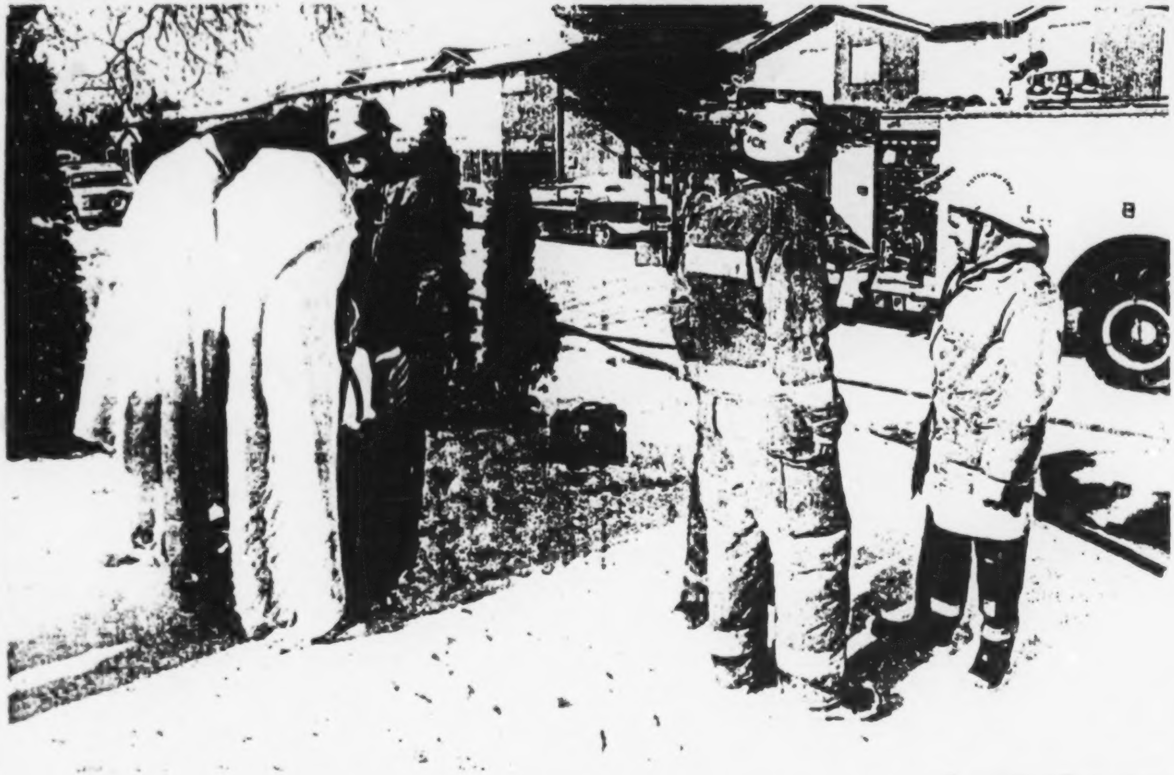
"Our Jet Pick blows the meat out of the shell and into a plastic bag," Mrs. Howard said. "We figure the machine would cost processors about $10,000 and I guarantee it would pay off."

Alka-Seltzer
TO GO

AP Laserphoto

451 Tim Swope and Brian Langan show Alka-Seltzer mixer.

Albany Democrat Herald



Democrat-Herald/Stanford Smith

Firefighters talk with residents of house on 27th Avenue that burned Monday. The family dog died in the fire.

Blaze guts house in south Albany

Children playing with a cigarette lighter may have caused a Monday morning fire that destroyed the house where they were living, Albany Fire Department officials said.

The blaze gutted the single-story three-bedroom house at 528 27th Ave. S.E., according to Battalion Chief Bob Galloway.

A female pit bull inside the house died from smoke inhalation. Her four puppies, found in the garage, survived.

The house, owned by Irene Rich of Albany, was being rented by Marshall Freeman. A woman with three small children also lived in the house, Galloway said.

Galloway said the man and woman were in bed about 11 a.m. Monday when the children began screaming that the house was on fire. Both adults suffered from smoke inhalation, but were not seriously injured, Galloway said.

The family made arrangements on Monday to stay with other people in the area. Freeman works at an Albany restaurant and has a second job with a wood-products company in Millersburg, Galloway said.

Fire inspector Dennis Haney said the family did not have renter's insurance. He said he did not know if the house was insured by the owner.

ALBANY DEMOCRAT-HERALD **People** ☐ SPORTS ☐ WORLD NEWS ☐ CLASSIFIED ADS

This dog is girl's best friend

LEBANON — Aimee Commeree has a four-legged companion who accompanies her to school every day.

In fact Rather, a 2-year-old black Labrador retriever, is with the wheelchair-bound teen-ager nearly all the time.

Commeree, 18, a senior at Lebanon Union High School, was born with cerebral palsy.

Rather

"He picks things up off the ground for me, he pulls me in my wheelchair and he turns lights on and off for me," Commeree said. "And he sleeps in the same room with me."

Rather was trained by Canine Companions for Independence (CCI), a non-profit organization which pioneered the concept of training specially bred dogs to help people with disabilities other than blindness.

"CCI is for disabled people so they aren't so dependent on other people," Commeree said.

"He's made me feel more secure," she said of Rather. "I'm able to do more on my own without the assistance of others."

She said the idea to get Rather originated with her sister who had read a magazine article about the CCI program. Actually getting the dog was a Christmas gift in November from her family.

The daughter of David and Phyllis Commeree, Aimee has two brothers and two sisters.

In order to prepare for her new companion, Commeree attended an intense two-week "boot camp" at a CCI training center in Santa Rosa, Calif. to learn how to work with her dog.

She added that it took another two weeks for her and Rather to get completely used to each other.

"I have to do all the caring for him like brushing his teeth, checking his eyes and ears," she said.

CCI trains different kinds of dogs and they usually breed dogs "with a real mellow temper," she said.

It costs CCI about $8,000 to breed and train a dog with Rather's abilities, but the organization provides the dogs to individuals almost free of charge. Kathryn Horton, CCI public relations director, said recipients are asked to pay $125 for registration fees, plus transportation costs to the center and lodging during the training.

CCI dogs are trained to assist people with a variety of disabling situations including quadriplegia and paraplegia as well as hearing impairment or problems such as autism, Horton said.

Commeree explained that she once had to leave school for a doctor's appointment and had to turn in an attendance pass to get back into class. She said Rather got up on the counter in the office and turned in the pass for her.

"The lady in the office didn't think he could do it," she said. [illegible]

Democrat-Herald/Bob [illegible]

Rather, a black Labrabor, is the constant companion of Aimee Commeree, in wheelchair. With them is Estine Ostron.

Rather responds to 89 commands — from the basic obedience commands such as sitting, heeling and staying to more complicated commands such as "Go get Mom," Commeree said.

Rather has a tattoo on his inner lip and wears a tag with the Commeree's name on it to identify him should he get lost.

He carries brochures explaining the CCI program in a backpack.

"When I first brought him to school the kids thought he was neat but they didn't know exactly what was going on," she said.

She has had some trouble with a few students kicking at him, Commeree said, but she has not considered the situation serious enough to report it to school officials.

Rather seems to enjoy his job but he has a tendency "to 'act' with a lot of people around," she said.

"He's is a very obedient dog who won't even go to the restroom unless I give him a command to, except if he's under a lot of stress," Commeree said.

Just like most people, Rather looks forward to the weekends when he's able to rest, she said.

"Usually I let him play on the weekend. When I relax he relaxes," she said. She added that his favorite pastime is swimming.

Rather probably will be with Commeree for at least 10 years.

"CCI will then release him to me as a regular pet or they may give him to another family," she said.

Story by Lorrisa Gipson

Cpl. David Webster, left, and Jason Ridders test snow shelter before bedding down. Branches reinforce the roof.

PRACTICING FOR SURVIVAL

Jon Raymond and Todd Vian ducked into the little dome tent for just a few minutes.

Wool clothes steaming, their faces flushed with cold and exertion, the boys huddled together, wrapping their stiff, bare fingers around a pocket hand-warmer.

They stayed inside just long enough to take the edge off being miserable. They couldn't linger, though, if they expected to have a place to stay before nightfall.

Their task: dig an emergency shelter in the deep snow next to the parking lot at the Ray Benson Sno-Park at Hoodoo Ski Bowl. Part Two: sleep inside the hole-in-the-snow all night.

Raymond and Vian were among 37 other hardy and intrepid high school students tackling the project, part of a weekend winter survival exercise Jan. 21-22 for members of the Linn and Marion county volunteer search and rescue posts.

The night outside would be followed the next day with a practice search for missing skiers. The 18 Linn teens, two of them pulling a "victim" in a wire mesh rescue litter, would follow tracks in the snow on cross-country skis. The 21 Marion County kids would conduct a similar rescue on snowshoes.

The 15 boys and three girls from Albany and Lebanon high schools, ranging in age from 14 to 20, found wet snow falling steadily when they arrived on the mountain about 9:30 a.m. that Saturday.

Sheriff's deputies Bob Henderson, Tim Mueller, and Cpl. Kevin Greene set up a command post inside the old school bus converted for the team's use. Advisers provided hot drinks, soup and a portable heater.

The kids themselves were responsible for everything else, Mueller said — food, clothing, sleeping bags, shovels, lights. Aside from coaching, advice and a little coaxing from the adults, the troops were on their own.

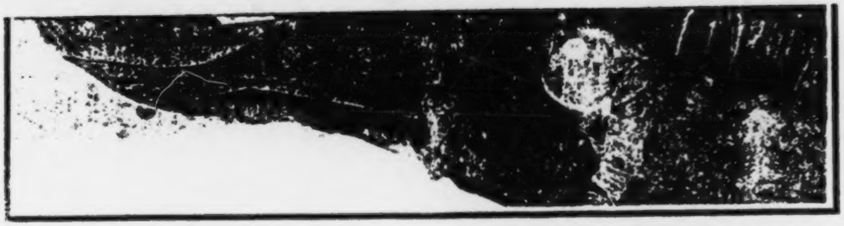
Armed with folding camp shovels, the kids staked out their territories early, close under the eaves of the sno-park warming shelter. The digging was nearly silent as snow continued to fall.

"It's a little like digging in dry sand with a little toy shovel, but they're paying pretty good attention to detail," Mueller said on one inspection pass through camp. "They've got these little holes barely big enough for a rat to crawl through, and inside it's about as big as your living room."

Mueller said his job was limited to answering questions and "making sure they do it so they don't freeze to death.

"Me, help? I just tell 'em, 'Take that shovel and dig that hole,' " he said.

By mid-afternoon, Jason Ridders was smoothing the sloping floor of h... built-for-two shelter. Fellow South Albany sophomore David Webster looked over



Search, rescue teams endure a night in cold

Staff Sgt. Alex Remily, above, left, and Sgt. Brian Eli, shake out ground cloth after night in a snow cave. Deputy Tim Mueller, left, is a group adviser. Below, Sheriff's Cpl. Kevin Greene leads searchers to look for 'lost' hikers.

Story by Marilyn Montgomery

Photos by Stanford Smith

provisions.

"I've got Spaghettio's, little sausages, things like that," Webster said. "Got long-johns to keep warm."

Ridders said he'd camped in winter before. "It's not too awful," he said.

Henderson learned winter survival at the U.S. Army's Northern Warfare Training Center at Fort Greeley, Alaska. He's taken the search and rescue post on winter weekends each year since he began working with them in 1983.

Most of this year's group dug their first snow shelters this time, Henderson said. Older search-and-rescue volunteers who had been through the chilly exercise before offered help.

By 9 p.m., most of the kids were bunked in beneath the snow. A few opted for tents on the surface.

About 3 a.m., Erica Liles and her tent-mate crawled out and went to the warming shelter. "We were s-o-o-o cold!" the 16-year-old West Albany student said. "It snowed inside the tent, so we tried to zip our bags together but one of the zippers was a big metal one and the other was little plastic one. . ."

Search and Rescue Post Staff Sgt. Alex Remily, 16, a South Albany junior, squirmed out of the subsurface domicile he'd shared with Sgt. Brian Eli of West Albany about an hour later. (Team members earn ranking titles just as police officers and military personnel do, Mueller said.)

"The only time it got cold was when I'd open my bag in my sleep, stick my arms out, and all the cold air would come in," Remily said. "The cloth bag got wet, but I never felt it. Other than that, it wasn't bad."

Henderson said the group successfully accomplished its mission.

"Hopefully, if they ever get in bind, now they'll know how to get out of it," he said.

SM-6

PARENT DECISIONS

Directions: *Consider the many decisions a parent has to make. Some are listed on the left side of the page. Add to the list. For each basic human need listed across the top, predict how knowledge of the child's needs will influence a parent in the decision-making process. Be specific and give examples if necessary.*

	NEEDS				
DECISIONS	**Physical**	**Safety**	**Love**	**Esteem**	**Self-Actualzation**
Discipline					
Choice of a Career					
Music Lessons					
Parent's own Career or Job					

MEETING YOUR CHILD'S NEEDS

SM-7

Directions: *Considering the differences in a child's age (left column), brainstorm ways you as a parent or child care giver would like to apply the principles discussed to help meet the basic needs of your child/children. Be specific and give examples if necessary.*

NEEDS

	Physical	Safety	Love	Esteem	Self-Actualzation
Baby					
3-Year-Old					
7-Year-Old					
Teenager					

4. Managing the Interaction of Work and Family

- Stress Management ....pg 435
- Time Management ....pg 461
- Childcare Issues ....pg 499

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Managing the Interaction of Work and Family.

RELATED CONCERN:

Stress Management.

DESIRED RESULTS FOR LEARNERS:

Students will understand ways to manage personal stress.

LEARNER OUTCOMES: Students will:

1. Become aware of the context of stress in their lives.
2. Consider the desired results in managing stress in their lives.
3. Examine alternative approaches to dealing with personal stressors.
4. Analyze the consequences of action for various ways of managing stress.

SUPPORTING CONCEPTS:

A. Individual definitions and perceptions of stress.

B. Sources of stress in their lives:

   1. Psychosocial causes
   2. Biological/environmental causes
   3. Personality causes

C. Effects of various levels of stress

   1. Understimulation
   2. Stimulation
   3. Overstimulation

D. Personal strategies to manage stress

   1. Personality engineering (enhancing self-esteem)
   2. Social engineering
   3. Physical activity

BACKGROUND INFORMATION:

When individuals and families are under stress and have needs that are not being met, their ability to protect and rear their children is affected. Families and others who care for children usually have various kinds of support which enable them to help themselves cope with stress, but sometimes an individual's (adult or child) mental or physical health can be in danger if they are unaware of how to handle stress. Some of us have been reared with the feeling that change is good and desirable, and it usually denotes an easier and more productive life. However, in his book *Future Shock*, Alvin Toffler (1970) suggested that even though change is a necessary element in societal behavior, if it occurs at too intense a rate or on too massive a scale, participants may cease reaping the rewards of change and begin realizing how devastating change can be.

In a survey conducted by Dolores Curran (1985), ten top stresses were identified by over 600 respondents. Listed below in order of priority are these ten stresses:

1. Economics/finances/budgeting.
2. Children's behavior/discipline/sibling fighting.
3. Insufficient couple time.
4. Lack of shared responsibility in the family.
5. Communicating with children.
6. Insufficient personal or "me" time.
7. Guilt for not accomplishing more.
8. Couple relationship (communication/friendship/sex).
9. Insufficient family play time.
10. Overscheduled family calendar.

In addition, Curran lists several characteristics of families that deal well with stress and symptoms of stress. Such families:

1. Recognize that stress is temporary and sometimes positive.
2. Work together on solutions to minimize the stress.
3. Develop new rules to handle the stress.
4. Expect some stress as a normal part of family life.
5. Feel good about themselves after dealing effectively with a stress.

Families that are constantly stressed exhibit these symptoms:

1. A constant sense of urgency and hurry.
2. A sense of tension that underlies shared words and misunderstandings.

3. A mania to escape—to your room, car, garage, anywhere.
4. Feelings of frustration over not getting things done.
5. A feeling that time is passing too quickly, the children are growing up too fast, etc.
6. A nagging desire to return to a simpler life; constant talk about a time that was or will be simpler.
7. Little "me" or couple time.
8. A pervasive sense of guilt for not being and doing everything to and for all the people in your life.

It is apparent here that stress is a perceived reaction to a situation. Individuals and families experience stress of three basic types: psychosocial (lifestyle), biological/environmental, and personality. Psychosocial stress relates to the changes in one's life which may be perceived as undesirable on the basis of past experience. Much of societal stress is determined by how people adapt to events which cause change in their lives. What causes a great deal of stress in one person may not be perceived to be especially stressful to another.

In addition to change in one's life, another aspect of psychosocial stress is **frustration.** Frustration occurs when we're blocked from doing what we want to do, whether it is a certain kind of behavior we want to perform or a goal we want to attain. We respond to frustration with feelings of anger and aggression, and with nervous and hormonal responses that accompany these emotions. Frustration then, causes stress responses. Four major sources of common American frustration are overcrowding, discrimination, economic conditions and bureaucracy.

Two additional sources of psychosocial stress are **overload** (a level of stimulation or demand that exceeds the capacity to process or comply with those demands; overstimulation) and **deprivation** (the stress response caused by state of boredom and/or loneliness).

Biological/environmental stress is that which arises out of our relationship with our environment. The environment bombards us with demands to adjust. The body must endure weather, noise, crowding, time pressures, performance standards, and various threats to our security and self-esteem. Biological rhythms are also included in this category. Many vital body processes are programmed for 24-hour rhythms. The functions of cells, glands, kidneys, liver, and nervous system are all coordinated with each other and with the day and night rhythm of the environment. Each body process is timed to operate when it can do the greatest good for the entire body. The rate at which the body processes work gradually changes throughout the day. For example, body temperature varies about two degrees during a 24-hour period. The highest temperature coincides with one's most productive time of the day; vitality is at its lowest when body temperature is at it's lowest.

Finally, there are personality causes as sources of stress. What we think of ourselves and the way we behave and react are elements of our personality which contribute to stress. How we interpret and label our experiences, what we predict for the future can serve either to relax or stress us. Dwelling on our worries produces tension in our bodies, which in turn creates the feeling of uneasiness and leads to more anxious thoughts.

A certain amount of stress is necessary in our lives to challenge us and to keep us functioning in a productive manner. Refer to the stress tank illustration (SM-1) included for examples of the various levels of stress, and types of behaviors associated with each. (SM-2 may serve as a further resources on stress.)

It is helpful to think of stress as holistic—it is environmental as well as social, mental and physical; it involves perceptions, thoughts, and anticipations. Because it is caused by many situations, stress cannot be managed, controlled, or reduced by any one technique. Using the strategies of personality engineering (enhancing self-esteem), social engineering (the willful altering of lifestyle and/or general environment in order to modify exposure to stressors) and physical activity will be helpful to us in stress management, especially if we remember not to rely on only one strategy.

TEACHER PREPARATION:

1. For a few moments, reflect on the stress you experienced when you were in middle school or high school. What were the sources of that stress? How did you deal with the stress? How was your stress similar to or different from the stress your students may be experiencing?

2. Think of the students in your class. Which of these activities would be of greatest interest to them? Which might be most useful in helping them "peel back the layers"?

3. As Dolores Curran has written in her book, *Stress and the Healthy Family*, one of the hallmarks of a family that deals well with stress is that it views stress as temporary and even positive. You might want to share a stressful experience that your family faced that you are now able to see as having positive results. What did you learn about yourself from this experience?

DIRECTED ACTIVITIES:

Supporting Concept A: Individual Definitions and Perceptions of Stress

1. **"Defining and Identifying Stress":** Introduce the topic of stress management by asking students what they think stress is. Students may say they feel up-tight, pressured, anxious, or perhaps tense. Terms that students use to define stress may be written on the board. Using these descriptions, begin to help students understand that stress can manifest itself in a variety of ways which may affect one's behavior or physical and mental health.

-If the person feeling stressed is a parent, how might it affect a child?

Ask students to write down what makes them feel worried, frustrated, or angry.

-How do these feelings affect how you act?
-What has led to feelings of stress in your family?
-How might past experiences contribute to a person's feelings of stress?
-How might society contribute to a person's feelings of stress?

Record students' answers to these questions on the board, helping them recognize that stress is an individual's perceived reaction to a situation. Each person may react to a situation differently, depending on his or her personal circumstances. It is not the situation that causes stress as much as a perceived reaction to the situation.

-What are some examples of stressful situations between parents and children?
-Are there some issues that you fight about continually in your family?
-What rules and limits can you develop together to eliminate this stress?
-Do you agree with Curran that lack of time and the guilt that follows when you can't do everything is a stress that families face?
-What are some major stresses in this area?
-How do you address these stresses? *(Alternative Approaches, Awareness of Context)*

2. **"Empathy":** Ask students to imagine a parent in the following situations and then identify the kind of stress they might feel for each.

   a. A young mother who is raising three children, the oldest of whom is five.
   b. A mother and father who are both at work when they get a phone call from school, indicating they have a sick child.
   c. A father whose three-year-old child throws a temper tantrum in the grocery store.
   d. A mother who finds her toddler missing and the back yard gate is ajar. *(Awareness of Context)*

Supporting Concept B: Sources of Stress in their Lives

3. **"Psychosocial Causes of Stress":** Discuss causes of psychosocial stress (below) and ask students for examples of each.

Definition of Psychosocial: Societal events which we may perceived as undesirable on the basis of our past experiences or other learning processes.

-How does change in our lives affect our stress level?
-What are the desired results of psychosocial stress?
-How does the harmful treatment of certain individuals in society contribute towards psychosocial stress?

Encourage students to consider their own subordinate role (as teenagers) in society.

-How does this contribute to their psychosocial stress?

- -How might this be true for physically challenged people in a world of able-bodied persons?
- -How might this be true for people of color in a white world?
- -What about for unemployed people in an employed world?

Have students read copies of the newspaper article: "Stress: Coping On and Off the Job" (Schafer, 1978) (SM-3).

- -Why did the people interviewed in the article perceive their jobs to be stressful?
- -Do you think that the list of 25 most stressful jobs would have looked differently 25 years ago? Why or why not?

Have the students, as a group, compile a list of the ten jobs they think would create the most stress in their lives.

- -Why is it sometimes difficult to get a group consensus on what should be on this list?

Have students complete the exercise "Life Event Change Inventory" (SM-4). Lead a class discussion regarding why these changes in life events, both "good" and "bad," can be sources of stress. Ask students to total scores and keep the exercise until the class has a chance to discuss the effects of various levels of stress (under Supporting Concept C). *(Awareness of Context)*

Use current films or videotapes such as: "Journey Through Stress" (1980) from the series *On the Level* to familiarize students with frustration-linked stress (SM-5 may serve as a resource to go along with this video). Ask students to identify what sources of frustration there were for the main characters in the videotape.

Have students complete "Look at the Alternatives" exercise (SM-6) concerning frustration-linked stress, and discuss individual responses. Reinforce the fact that individuals perceive stress differently. *(Awareness of Context, Alternative Approaches, Desired Results)*

4. **"Biological/Environmental Causes of Stress":** Ask students to think of examples of biological/environmental stress (such as weather, noise pollution, nutritional habits, time pressures, crowding, etc.).

- -Where can families obtain enough information to make sound decisions to avoid stress caused by these factors?
- -How can family members contribute to the reduction of stress in these areas?
- -How might society contribute to our noise pollution, crowding and time pressure related stresses?

Encourage students to bring in current newspaper and magazine articles showing evidence of the above.

Ask students to chart their own biorhythms on "Biological Rhythms Form" (SM-7) Give each student four charts. At the end of the assignment, discuss various responses, emphasizing the uniqueness of each individual.

- -What is the relationship between the rise in temperature and feelings?
- -How can different biorhythms within a family contribute to stress in a family?
- -What possible stressors might be associated with a family in which a parent who has young children, commutes across the country on a regular basis for his or her job resulting in "jet lag"?
- -How might that family's stress change if that parent were a single parent?
- -How might the larger society affect the imbalance of one's own biorhythmes? *(Awareness of Context)*

5. **"Personality and Stress":** What we think of ourselves and how we react and behave are elements of our personality which are important determinants of stress.

Given a list of Type A and Type B personality characteristics (SM-8) as a resource, have students complete the "Are You Stressed Out?" exercise (SM-9) to determine which category they think best describes them.

Ask students which type (A or B) they predict would be most stress-prone and why.

In order to help students identify where they are experiencing stress in their own lives, ask each one to use the "Stress Categories Worksheet"

(SM-10) along with their completed "Life Event Change Inventory" (SM-4). When the students complete these two worksheets, the teacher may wish to take a class survey to find out where the majority of students experience the most stress in their lives. The teacher may point out that, depending on the individual and which stage of the life cycle they are in, stress may be experienced in different categories over time. *(Awareness of Context, Desired Results)*

6. **"Biodots":** One way for students to measure their levels of stress is through the use of "biodots." Biodots are small circles of microencapsulated cholestric liquid crystals, which when worn in the dip between the thumb and fore finger, will indicate by color change when a person is undergoing a stressful situation. See SM-11 for further information, including how to order. For students wanting to participate in this activity use SM-12, "Biodot Stress Management Program." *(Awareness of Context)*

Supporting Concept C: Effects of Various Levels of Stress

7. **"The Stress Tank":** Relate the three levels of stress in a person's life to a "stress tank" as illustrated in the accompanying handout "Your Stress Tank" (SM-1). This could be reproduced onto a transparency and shown to students.

   Ask students to identify when they might feel an underload or understimulation of stress.

   -What jobs might be associated with an underload?
   -How has technology affected or contributed to a person's feeling of an underload?
   -What are some feelings that students associate with an underload?

   Ask them to think about times they felt bored, unchallenged, or perhaps even lonely. What happened to their self-esteem during those times? *(Awareness of Context, Consequences of Action)*

   Lead a class discussion on desirable loads of stress.

   -How can a person tell when they are at this level?
   -What are some behaviors that are associated with this level?
   -How might families function when one or more parent are experiencing a desirable level of stress? *(Desired Results)*

The next level on the tank is the "warning" level. This is a period when the individual perceives that he or she is experiencing too much stress. In order to prevent a disabling overflow at this point, some "release valves" are needed to relieve the accumulating pressure. Release valves are such things as hobbies or doing things a person knows he or she is good at. Ask students to identify what some release valves are for them at this point. (Some examples of "release valves" are listed on SM-13).

-What might be some release valves for a young mother at home all day with two young preschool children when there are few if any other neighbors at home during the day?
-What might be some release valves for a parent who works outside the home and is having a hard time finding "quality time" with the family because of job pressures?
-What are some support services in your community that might serve as release valves for families with young children or teenagers?
-What are some release valves for families with an elderly family member living with them? *(Alternative Approaches, Consequences of Action)*

"Templates" are thoughts that can be used in times of stress overload. We can remind ourselves of these thoughts in order to reduce the amount of stress we perceive. Using the "Templates" worksheet (SM-14), students can consider "templates" which have been helpful to others. Use the questions at the top of the page for directions to work on individually or for classroom discussion. Students should consider which ones are most applicable to their own situation and also why they might work for them. After working with this list, have students develop some "templates" of their own. Discuss why the templates they develop might work better. Discuss the overflow level on the tank.

-How does one know when they reach this point?
-What are some behaviors that are associated with a person who has a disabling overflow of

stress? *(Alternative Approaches, Consequences of Action)*

-How do you think society contributes to these levels of stress?

-How do we learn from our families (subtle and direct messages) about how to handle stress?

We already have well-established patterns related to our position in society, our gender, our family position and role, etc.

-How do students know when their mother is at the warning level? Their dad? Their teacher, best friend, etc? *(Awareness of Context)*

-What does one do when he or she experiences warning level signals and is in a context where it is "safe" to express the stressors?

-What about when this happens in a context where it isn't "safe"?

Have students refer back to the exercise they did earlier: "Life Event Change Inventory" (SM-4). Those who have a total of 300 points or more would be considered to have a disabling overflow of stress in their lives. Have students look at the transparency/handout "Stress Tank" (SM-1) to identify ways of dealing with an overflow.

-Which would be most helpful to them? Why?

-What additional stresses could be caused by some? Why?

(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)

8. **"Stress Case Studies":** In small groups, give students case studies on SM-15 ("Stress Case Studies") to read. Ask each group to identify sources and levels of stress in each.

Now think about levels of stress from the point of view of families with young children. Read the accounts on SM-16 that show how some families with young children deal with stress. As you think about each case, look for:

1. Some of the stresses that affected these caregivers.
2. What support was received.

(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)

Supporting Concept D: Personal Strategies to Manage Stress

9. **"General Management of Stress":** Ask students to identify ways they find particularly helpful in order to manage stress in their own lives. (These may be similar to the "release valves" mentioned in Concept C.)

-Why are the ones mentioned helpful to them?

-What about the use of chemicals/drugs, loud music, or anger to reduce stress?

-Predict what some results might be by using each of these to reduce stress. *(Alternative Approaches, Consequences of Action)*

10. **"Alternative Approaches to Stress Management":** On sheets of paper posted around the classroom, write the titles **diet, exercise, relaxation, relationship skills, and time management skills** at the top of each one (one title per sheet of paper). In small groups, send the students to the sheets of paper and ask them to make lists of ways that would be helpful for a parent of young children to deal with stress in that category. *(Alternative Approaches, Consequences of Action)*

11. **"Self Esteem and Stress":** Discuss how enhancing self-esteem can be a helpful way to manage stress in one's life.

-What are ways of enhancing the self-esteem of a friend? Of yourself? Of the parent of a young child?

(Alternative Approaches, Consequences of Action)

12. **"Social Engineering and Stress":** Social engineering refers to the willful altering of lifestyle and/or general environment in order to modify exposure to stressors. The time management skills mentioned above are social engineering strategies of reducing stress. Ask students to brainstorm ways to manage their time now that can be carried over or used in a parenting role. *(Alternative Approaches, Consequences of Action)*

13. **"Resources for Stress Management":** Using local newspapers and telephone directories, have students locate names, addresses, and phone numbers of community agencies and groups that

can aid in stress management for young families. (SM-2 in "All Citizens Responsibility" unit may be helpful resource to use here.) Ask a representative from one of these agencies, or have a panel with a representative from a number of different agencies come to the class to describe what they do to help families reduce stress. [A physical therapist may be invited to demonstrate relaxation techniques.] *(Alternative Approaches)*

14. **"Action Plan for Stress":** Have students make their own personal list of ways to manage stress in their lives, using the categories of:

    a. Enhancing Self-Esteem
    b. Social Engineering
    c. Physical Activity

    In summary, have students make a personal stress coping plan. This should include:

    a. Primary Stressors in My Life (4 - 5)
    b. A symptom of each of the stressors
    c. A coping strategy for dealing with each one

    (Alternative Approaches, Desired Results, Consequences of Action)

RESOURCES:

Books and Periodicals:

Coddington, R.D. (1972). The significance of life events as etiologic factors in the diseases of children. *Journal of Psychosomatic Research*, 16 pp. 7-18.

Curran, D. (1985). *Stress and the healthy family*. New York: Harper and Row.

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Girdano, D., Everyly, G., and Dusek, D. (1990). Biological rhythms form.

Inana, M. (1982, May/June). Helping students manage stress. *Illinois teacher*, pp. 231-235.

Roglieri, J.L. (1980). *Odds on your life*. New York: Seaview Books.

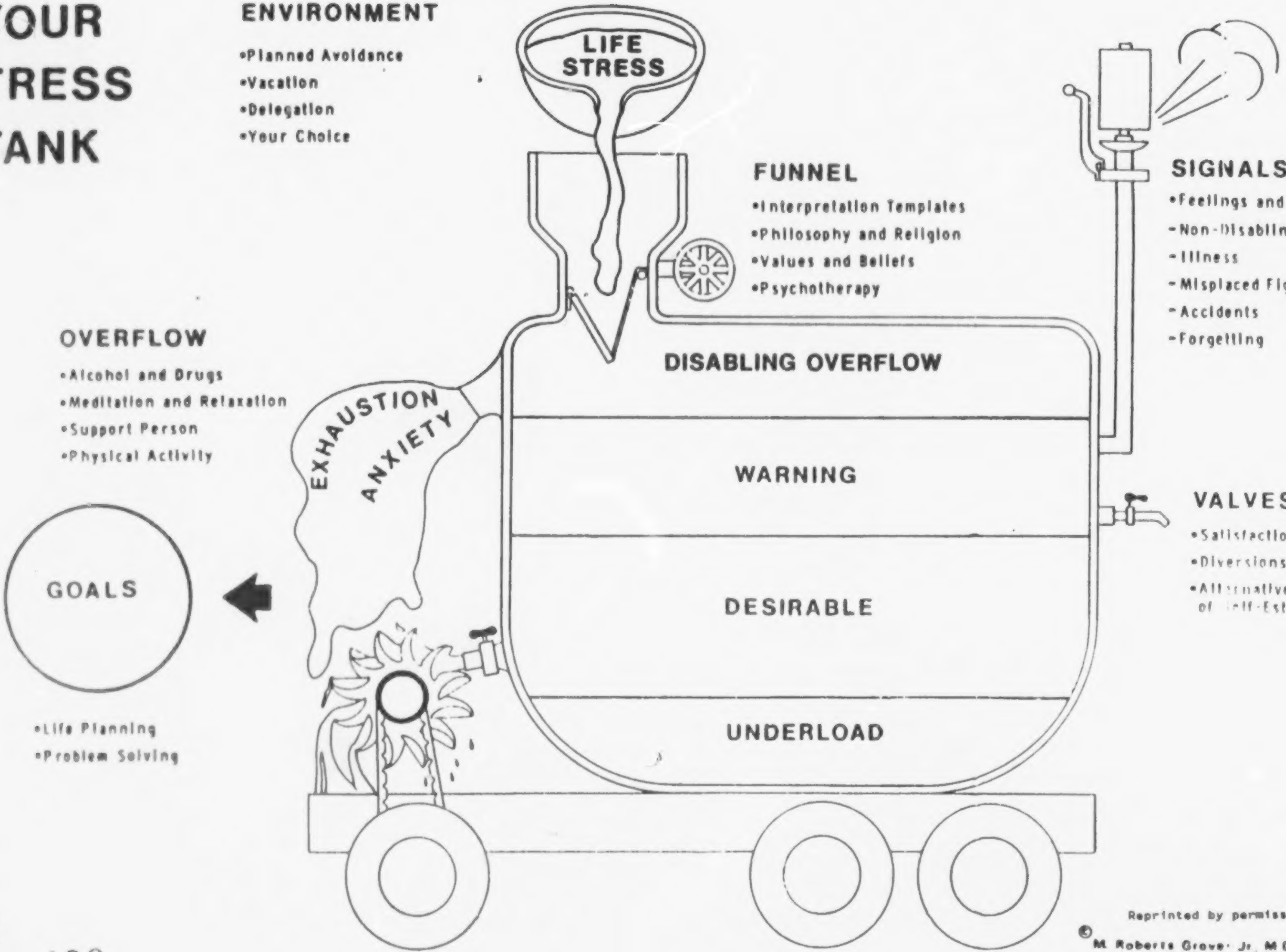
Schafer, W. (1978). *Stress, distress and growth*. Davis, CA: Responsible Action, Inc.

Toffler, A. (1970). *Future shock*. New York: Random House.

Films, Filmstrips, and Videos:

(1980). *Journey through stress*. From *On the level* [Videotape series]. Bloomington, IN: Agency for Instructional Technology.

YOUR STRESS TANK


LIFE STRESS
DISABLING OVERFLOW
WARNING
DESIRABLE
UNDERLOAD
EXHAUSTION
ANXIETY
GOALS

ENVIRONMENT

- Planned Avoidance
- Vacation
- Delegation
- Your Choice

FUNNEL

- Interpretation Templates
- Philosophy and Religion
- Values and Beliefs
- Psychotherapy

SIGNALS

- Feelings and Bodily Reactions
- Non-Disabling Symptoms
- Illness
- Misplaced Fight or Flight
- Accidents
- Forgetting

OVERFLOW

- Alcohol and Drugs
- Meditation and Relaxation
- Support Person
- Physical Activity

VALVES

- Satisfactions
- Diversions
- Alternative Sources of Self-Esteem

- Life Planning
- Problem Solving

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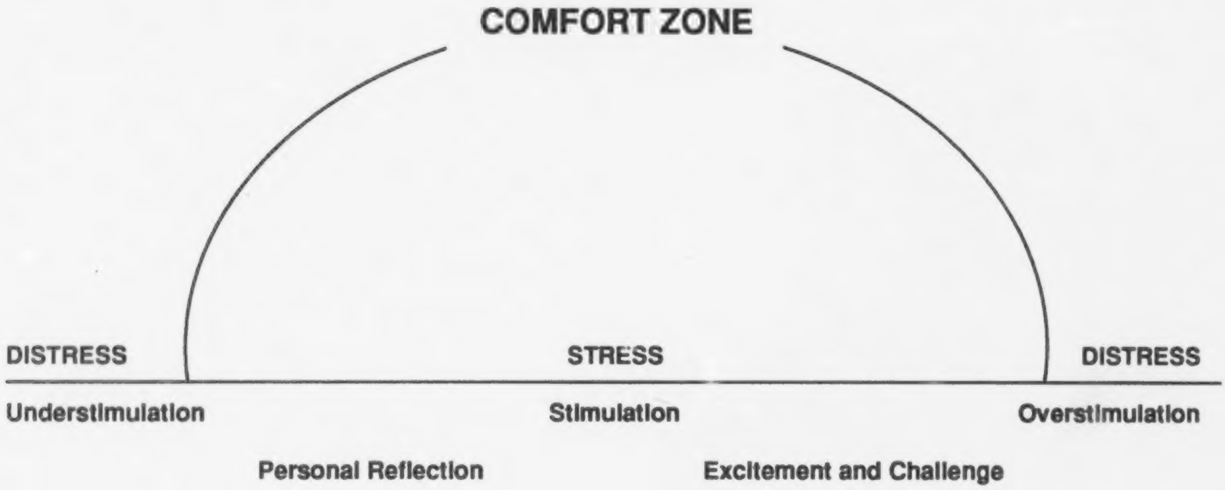
SM-2



COMFORT ZONE

DISTRESS

Understimulation

STRESS

Stimulation

DISTRESS

Overstimulation

Personal Reflection

Excitement and Challenge

Stressors are fewer in
number and less intense

Stressors are higher in
number and more intense

Statesman Journal
Salem, Oregon
★ Sunday, March 5, 1989

STRESS: Coping on and off the job

Firefighters lead stressful jobs list

Jobs Rated Almanac recently issued a list of the 25 most stressful jobs, with firefighters at the top and lawyers at the bottom. Some of the people who work at those jobs were surprised, either because they were on the list, or because of the numerical position. Here is what some of them had to say.

By Tom Forstrom
The Statesman Journal

When it comes to stress on the job, firefighters have it the worst. Firefighters who are also medics find the going even tougher.

So suggests a list of the 25 most stressful jobs. The list was compiled by *Jobs Rated Almanac*.

As far as firefighting goes, Kevin Clark, an 11-year veteran of the job, said the situation was similar to that of a policeman. "I think it's the uncertainty of the job. You can be sitting here one minute and dealing with hazardous material the next," he said.

The threats to firefighters — explosions, collapsing roofs — are always on their minds in any call, Clark said. He once escaped a burning building only moments before the roof caved in.

Dealing with hazardous waste is probably the worst because it's a relatively new area, Clark said.

Firefighters who are medics face even more trauma because other people's lives are on the line. The worst, Clark said, is dealing with injured children: "It's pretty stressful. You can identify with them because of your own children."

Cpt. Tom Whalen of Salem's Hollywood station put the stress picture bluntly: "Your life is at risk. That's pretty terrifying."

Even the fire bell sends a jolt through the firefighters, he said, and at the Hollywood station it happens more than 12,000 times a year. "Just the bell going off — that gives you a spike of adrenalin," Whalen said. "You know it's not doing anything good for you."

Whalen said studies had shown firefighters had 2½ times more heart disease and stress-related disease than air traffic controlers.

Larry Pitzer, emergency operations division chief for Salem, said stress was linked to the human element of the job: "It's the concept of dealing with people in the worst circumstances . . . terror . . . the loss of a loved one. It has an extreme impact."

In auto racing, a slight error can be fatal. Race car driving is second on the list of most stressful jobs.

One of Oregon's top drivers, Hershel McGriff of Bridal Veil, said that stress might apply to other drivers, but not him.

"It's my diversion away from a hard week of work," he said.

He gets his stress from another aspect of racing. "I own the team, so I probably have more stress getting prepared and getting the team organized."

McGriff, 61, drives the same kind of stock cars used at Daytona and other major races. He races in the Winston West series and was point champion in 1986.

He understands the stress, however, especially at races like Daytona. "When you see cars drafting, running as close as they do at 190 miles an hour, that is stressful. I've done it before and I know."

Dealing with the landing and takeoff schedules of airliners, especially at large, international airports, has for some time been considered a high-stress job.

Air traffic controllers are number nine on the list.

Steve Purcell, 37, the plans and procedures specialist at Portland International Airport, said stress in his profession was short-term but intense.

"Basically, you're reacting to the situation from one moment to the next," he said. "It requires intense concentration and attention to the minute details."

The average air traffic controller at Portland International handles as many as 200 planes a day. "The kind of person who deals well in an emergency situation and gets nervous after it is the kind of person we want," he said.

Purcell, a graduate of McNary High School in 1969, has been working at Portland International for six years.

Number 15 on the list is NCAA basketball coach. Lute Olson, head coach of the Arizona Wildcats can tell you about that: "The biggest problem in coaching in Division I is that you're paid to succeed. You have to be successful or you're seek-

Turn to Stress, Page 6B.

Stress/

Learning to cope on and off the job

Continued from Page 1B.

ing other employment."

Olson is far from being on the hit list at Arizona because of success. His Wildcats currently are ranked the top collegiate team in the nation.

Olson has learned to cope: "Most coaches look at it from the standpoint that you're so used to being in a pressure situation you tend to block those things out."

Architects are number 23 on the list. But Warren Carkin, 66, the president of Carkin Architects of Salem, said he doesn't think architects should be on the list at all.

"I don't think the profession of architecture has unusual stresses," he said. "As long as you love what you do. I've always enjoyed the profession because you always meet new and different people on different projects. There is no room for monotony to set in."

Lumberjacks — or loggers as they are known in Oregon — are number 24 on the list.

Bill Pennick, 42, of Stayton said people climbing the rungs of the management ladder are more stressed than the men climbing the trees.

He said a logger knows the danger involved and keeps in mind that safety comes first, production second.

"Logging is not particularly stressful," he said. "There is some danger in what you're doing but I think that with anything physical there's not a whole lot of stress."

Pennick has been a logger for 15 years and works for the Skycar Logging Inc.

Lawyers are 25 on the list. Salem lawyer Charles Burt, a 35-year veteran of the business, wonders why they are at the bottom.

"We deal with people's problems, and people's problems always come up at the most acute time. It's the most important thing in his or her life. It's obviously stressful for us because it's stressful for them," he said.

The nature of the legal system is like combatants facing off in the ring, using facts and procedures and knowledge instead of fists. "We work against other attorneys. We don't work with them. They're out to get us," said Burt, who was Oregon Trial Lawyer of the Year in 1984 and former president of the Oregon State Bar.

That kind of job situation takes a toll, Burt said, and there is within the bar a psychiatric counseling and treatment program.

Burt has a system for surviving: "I have an imaginary door in my head. When I walk out of the office I close the office door and I close the one in my head. I don't take work home with me."

Patricia Feeny and Allen Chang also contributed to this story.

A few suggestions to reduce stress

By Tom Forstrom
The Statesman Journal

Here, from a variety of sources, is a list of stress-reducing measures:

■ Shut off negative or self-defeating thoughts. There is power to positive thinking.

■ Try to recognize the source anger, anxiety and depression and take steps to eliminate them. Don't take anger from work home.

■ Set realistic goals for yourself and be pleased when you accomplish them. Recognize that sometimes you will fail.

■ Find humor in a situation. Laughter is a great stress reducer.

■ Change your environment if necessary. If stress results from something beyond your control, you may need to make a decision. If you don't like constant deadlines, seek a job with fewer demands. If you don't like to commute in rush hour, try leaving an hour earlier.

■ Exercise. Exercise can help alleviate pent-up frustrations and anger.

■ Avoid alcohol and drugs. Their long-term effects are far more stressful to the mind and body than any benefits you might get from them.

■ Eat right. A poorly nourished body is more susceptible to illness which, in turn, creates additional stress.

SM-4

LIFE EVENT CHANGE INVENTORY

Senior High School Age Group

Rank	Life Event	Life Change Units
1	Getting married	100
2	Rape	98
3	Unwed pregnancy	92
4	Sexual or physical abuse (past or present)	81
5	Divorce of parents	77
6	Fathering an unwed pregnancy	77
7	Becoming involved in drugs or alcohol	76
8	Death of a close family member	73
9	Abortion	68
10	Major personal injury or illness	63
11	Formation of a step family	63
12	Death of a close friend	58
13	Serious illness in family	58
14	Failure of a grade in school	56
15	Moving to a new school district	56
16	Breaking up with boyfriend or girlfriend	53
17	Beginning to date	51
18	Suspension from school	50
19	Increase in number of arguments with parents	47
20	Outstanding personal achievement	46
21	Change in financial status	45
22	Being accepted to college of his or her choice	43
23	Serious argument with close friend	40
24	New girlfriend of boyfriend	38
25	Beginning to date	36
26	Suspension from school	34
27	Birth of a brother or sister	31
28	Increase in number of arguments with parents	31
29	Increase in number of arguments between parents	30
30	Loss of job by a parent	29
31	Outstanding personal achievement	29
32	Change in parents' financial status	29
33	Being accepted at college of his/her choice	28
34	Decrease in number of arguments between parents	27
35	Decrease in number of arguments with parents	26
36	Mother beginning to work	26
37	Beginning high school	26
38	Serious illness requiring hospitalization of brother or sister	24
39	Change in father's occupation requiring increased absence from home	20
40	Brother or sister leaving home	19
41	Death of a grandparent	19
42	Addition of third adult to family (such as a grandparent)	15
43	Becoming a full fledged member of a church	13

Instructions for use: *Circle the points for each life change that you have experienced in the last twelve months. Then total your points.*

Coddington, R. D. (1972). Significance of life events as etiologic factors in the diseases of children. ***Journal of Psychosomatic Research***, 16, pp. 7-10.

JOURNEY THROUGH STRESS

SM-5

Learning how to manage stress can promote personal growth and prevent illness.

Focus on the Program:

Explain that this program is about coping with stress. Ask students to look for the stressful events in Brad's life and how he responds to them.

Background Information about the Topic:

The word **stress** is used to describe the body's response to any demand. A variety of different conditions in our environment are capable of producing stress within us. Sometimes these conditions are real, sometimes only anticipated or imagined. While different individuals respond to such conditions in different ways, some kind of psychological or physiological change is always involved. Stress is an ever-present element in our lives. It ranges from the small manageable stresses arising from preparation for an athletic competition, to more overpowering ones such as the loss of a close friend. One component of mental health is the capacity to deal with an event that triggers stress.

Although most people are aware of only the negative aspects of stress, we must remember that stress also has a positive side. Stress is reflected in the downhill skier as she successfully traverses the slope, or in the eye of the actor as he anxiously awaits the opening curtain. Some say that without stress, little would be achieved in our world. All physical and mental efforts, including problem solving and/or decision making, require stress to some degree. It is through the motivation of stress that people find new resources within themselves and develop the capacity to meet challenges in their lives.

Factors that seem to influence whether stress will help or hinder us include its duration (how long it lasts), its frequency (how often it occurs), its intensity (how deeply it is felt), and its multiplicity (how may stressful events are encountered at any one time).

In adolescence, stress is often more difficult to handle than at other times. Young people should know that dealing with stress successfully can lead to new levels of competence and personal confidence. There is research evidence that those people who "make it to the top" do so because they have learned how to manage stress and use it to their advantage and ultimately to the advantage of those around them.

We seem to have three basic stress responses. The first can be labeled our **emotional** response, our feelings. Sometimes these feelings are positive, sometimes negative. Whether the stress we experience is growth-producing or growth-preventing depends upon how we handle these feelings.

The second type of response to stress is called the **behavioral** response. It can be measured by the change in frequency of errors we might make in completing a task. It may also be seen in how productive we are in the job at hand or in our ability to get along with others. In moderate doses, stress will usually result in improved performance. In too large a dose, it can impair performance.

The third response to stress is labeled **physiological** and may have the greatest significance. Physiological changes may be no more than a quickened pulse or tears resulting from fear or joy. But these changes also may alter body functioning to the point of disease. Authorities in psychosomatic medicine attribute many headaches, backaches, ulcers, and the like to the presence of unmanaged stress.

People are endowed with the ability to control events in their lives. They also have the ability to look ahead or anticipate. Both these characteristics can help us to use a stressful event as a way to grow - if we choose. Coping skills can be learned. We can evaluate the environment, assess our personal talents, generate possible responses to stress-producing events, evaluate the consequences, and gather additional information. Each of these is helpful in coping with stress.

Adapted from Leader's/Teacher's Guide. *On the Level.* (1980). [Videotape series]. Bloomington, IN: Agency for Instructional Technology.

SM-6

Student Activity
For use with *Journey Through Stress* (Coping With Stress).

LOOK AT THE ALTERNATIVES!

Stress is very often caused by frustration. Frustration is very often a result of not being able to do something that you want to do. One way to cope with such a situation is to find a good second choice to take the place of what you want to do. But . . . how do you find the best alternative?

First, it is important to understand *why* you desire to do whatever it is you want to do. Then it is a matter of finding out what else will give you the same (or close to the same) rewards.

Think of something that you want to do, but that seems impossible. Then complete the following items:

1. What is it that you want to do? For example, "to buy a car."

   Answer: ______________________________

   ____

   ____

2. Why do you want to do it? Take time to think about this. Name as many specific reasons (or rewards) as you can. For example, "So I can have transportation to get to a job." "To drive myself and my friends around." "To feel important." "To have fun."

   Answer: ______________________________

   ____

   ____

3. What is keeping you from doing it? Example may be "Not enough money."

   Answer: ______________________________

   ____

   ____

ON THE LEVEL **Student Activity**

For use with *Journey Through Stress* (Coping With Stress). (CONTINUED)

4. Can the reason(s) listed in number 3 be overcome in an acceptable way? If "yes," how?

   Answer: ______________________________

   ____

   ____

5. If the answer to number 4 is "no," make a list of other ways that each reward stated in number 2 can be obtained. For example, if one of your reasons (rewards) was to have transportation to get to a job, list other possible ways to get to a job. For example, take a bus, or pay a friend to drive you to work.

   Answer: ______________________________

   ____

   ____

6. CHOOSE THE BEST ALTERNATIVE. Which activity listed under number 5 would be the most enjoyable, and give you all the rewards (listed in number 2) as the item you wrote in number 1? If there is none, which activity would come closest in helping you reach your goal? Is there a combination of activities that would help you get all the rewards?

   Answer(s): ______________________________

   ____

   ____

   - Which of the above alternatives do you feel is the best one for you? Why?

SM-7

BIOLOGICAL RHYTHMS FORM

Choose four different times of the day, at least two hours apart, starting upon rising in the morning. Exclude times that fall within one hour after physical activity. Answer the following questions at each of these times. Bring these charts back to class for a discussion.

1. Heart rate: ____________ beats per minute
2. Body temperature: ____________ degrees
3. Body weight: ____________ pounds

Circle one of the following numbers according to how you feel now:

4.	Alert	7 6 5 4 3 2 1	Dull
5.	Energetic	7 6 5 4 3 2 1	Sluggish
6.	Happy	7 6 5 4 3 2 1	Sad
7.	Self-assured	7 6 5 4 3 2 1	Doubtful
8.	Tranquil	7 6 5 4 3 2 1	Anxious, tense
9.	Outgoing	7 6 5 4 3 2 1	Withdrawn
10.	Exhilarated	7 6 5 4 3 2 1	Depressed
11.	Hungry	7 6 5 4 3 2 1	Satiated
12.	Good concentration	7 6 5 4 3 2 1	Poor concentration

Presence of specific pain or illness symptoms, i.e., headache, stomach ache:

13. ____ present
14. ____ present
15. ____ present

At the end of the day record the clock times for:

16. Meals, including snacks ____ ____ ____ ____ ____ ____
17. Most productive time of the day: __________

    Least productive time of the day: __________
18. Going to sleep for the night: __________

Adapted from Girdano, Everly and Dusek (1990)

PERSONALITY TYPE CHARACTERISTICS

	TYPE A	TYPE B
Time Sense	Time conscious, punctual, sense of urgency, impatience	Realistic, less concerned
Speech	Fast, emphatic	Slower, softer
Attitude toward the future	Worry, negative	Relaxed, positive
Personality	Driving, aggressive	Relaxed
Relax	With guilt	Without guilt
Natural work pace	Stressful	Nonstressful
Emphasis	Having; preoccupation with numbers ($)	Being
Reaction to stress symptoms	Ignore	Recognize and reduce stress symptoms
Temper	Easily angered	Slower to anger
Work/play style	Anxious to lead. competitive	Team player, fun, relaxation
Habits	Smoke, drink, overeat, drive fast, sleep poorly, take pills, little relaxation	Moderation, exercise, rest, relaxation
Patience	Little	Average
Activity	Fast, several simultaneous activities	Normal, one thing at a time

Adapted from: John L. Roglieri, M.D. (1980). ***Odds on Your Life.*** New York: Seaview Books.

SM-9

ARE YOU STRESSED OUT?

Please indicate how often each of the following applies to you in daily life. 3 = Always or usually, 2 = Sometimes, and 1 = Seldom or never.

		3	2	1
1.	Do you hurry other people's speech by interrupting them with "umha" or by completing their sentences for them?			
2.	Do you worry a lot or have tension headaches?			
3.	Do you seem to be short of time to get everything done?			
4.	Do you detest wasting time?			
5.	Do you eat fast?			
6.	Do you try to do more than one thing at a time?			
7.	Do you become impatient if others do something too slowly?			
8.	Do you seem to have little time to relax and enjoy the time of day?			
9.	Do you jiggle your knees or tap your fingers on the table or desktop?			
10.	Do you think about other things during conversation?			
11.	Do you walk fast?			
12.	Do you become irritable if kept waiting?			
13.	Do you detest losing in sports and games?			
14.	Do you find yourself with clenched fists or tight neck or jaw muscles?			
15.	Are you a competitive person?			

Total Score: ______

Scoring: **34-45 High Stress**
27-33 Medium Stress
15-26 Low Stress

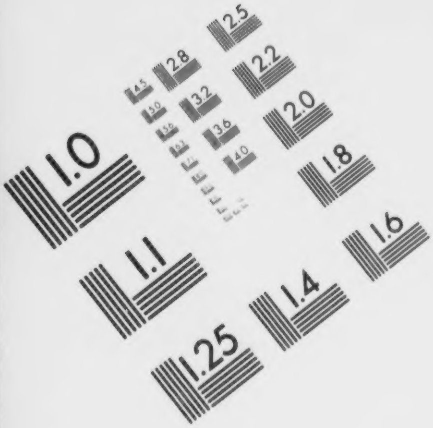
STRESS CATEGORIES WORKSHEET

Refer back to "Life Event Change Inventory" (SM-3), and see if you can identify which categories each life change fits into. To do this, use your knowledge of psychosocial, biological and personality stress. List events from the Stress Inventory in the appropriate categories below. Think about: Do some of the life changes fit into more than one category? Why or why not?

PSYCHOSOCIAL	BIOLOGICAL/ENVIRONMENTAL	PERSONALITY

Next: Use the back of this page to identify where you now find the most stress in your life. Which category above would you put it in? Describe the stressful situation as thoroughly as possible, including the time and place that it occurred or is occurring.

What are the historical, cultural, and social meanings involved in your stressful situation? Have other members of your family, past or present, experienced the same kind of stress? If so, how did they deal with it? Again, use the back of this sheet or additional paper for your answers.



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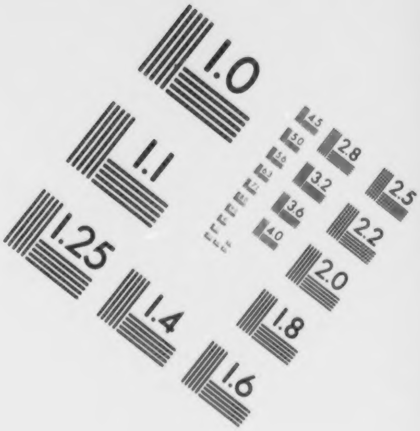

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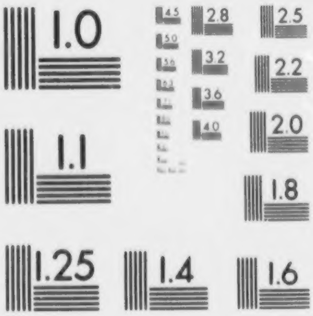
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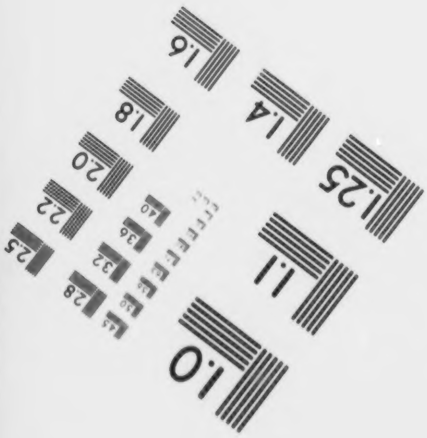
6.3



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SM-11

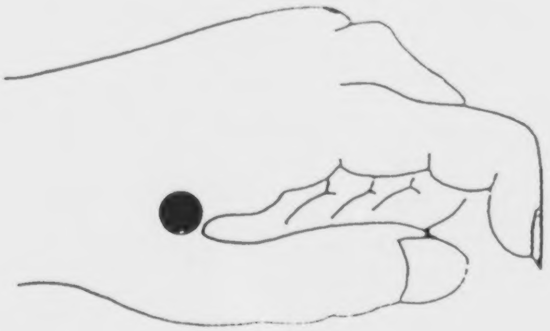
"BIODOTS"

Biodots are small circles of microencapsulated cholestric liquid crystals of a broad thermal range; to be used as a general indicator of skin temperature variance. The biodots are designed to be triggered at 32 degrees centigrade.

Color approximations and general interpretations of stress:

Black.	**87 F**	**Very tense**
Amber	**89.6 F**	**Tense**
Yellow	**90.6 F**	**Unsettled**
Green	**91.6 F**	**Involved (normal)**
Turquoise	**92.6 F**	**Relaxing**
Blue	**93.6 F**	**Calm**
Violet	**94.6 F**	**Very Relaxed**

While it is completely safe for use on any external part of the body, the location shown (in the gentle dip of the juncture between the thumb and fore finger) will afford the wearer constant viewing and still is naturally protected from any undo abrasion.



Order from Ken Jones, Corvallis Counseling Center, 3830 SW Country Club Drive, Corvallis, OR 97333. There are 100 **Biodots** per package (minimum order is 100). Price is $10.00 per hundred (there is a $1.50 handling/postage charge on any size order). Upon receipt of order, **Biodots** are mailed within 24 hours by first class mail.

BIODOT STRESS MEASUREMENT PROGRAM

SM12

TIME	COLOR	SITUATION	FEELINGS AND COMMENTS

VALVES

These are some of the many release valves which people have identified as helpful:

Walking at twilight or early morning
Sharing a fun experience with a friend
Travel: Actual or dreaming about it
Doing absolutely nothing
Deep breathing for relaxation
Going barefoot
Going dancing
Reading
Taking photographs
Going hunting
Sleeping
Jogging
Baking yeast breads
Buying new clothes
Watching TV
Going skiing
Playing a guitar
Flying a kite
Talking on the telephone
Taking a long, hot, bubble bath
Smiling at someone less fortunate
Getting out of town for a day or two
Meditating with the Bible, prayer

TEMPLATES

These templates were suggested by people who attended stress management sessions. Which ones are applicable to your situation? Which ones don't "fit" you at all? Can you pick out ones that would be helpful for someone else in your life...your mother, father, sibling, best friend, etc.?

1. Life by the yard is hard, by the inch, it's a cinch.
2. Have the courage to be imperfect.
3. I can change my feelings by changing what I tell myself.
4. No one can upset me without my permission.
5. When there is no wind...row.
6. Imaginary problems are much worse than real ones.
7. The road to success is always under construction.
8. The only person I can really change or control is myself.
9. Get the facts first.
10. Don't take yourself too seriously.
11. You can avoid criticism by doing nothing, saying nothing, being nothing.
12. Concern about appearing to be stupid prevents you from asking important questions.
13. Don't close doors without first looking to see what is in a particular room.
14. I try to accept the fact that other people's values are not always the same as mine.
15. There is nothing wrong with having impossible goals, if you never forget that they are impossible.
16. Where are you going so fast?
17. Honesty is the easiest position to defend.
18. Mistakes are great learning tools.
19. Do the best you can with a problem and then forget it.
20. People are fragile, handle with care.
21. Change is difficult - start low and slow.
22. You never cross the same river twice.
23. Life is a thin thread, not a thick cable.
24. Right and wrong are largely matters of opinion.

WHAT ARE SOME TEMPLATES YOU MIGHT ADD TO THIS LIST?

STRESS CASE STUDIES

Case Study #1

Barbara's parents recently separated. Barbara is in high school. She and her two younger sisters live with their mother and spend every other weekend with their father in a nearby city. Barbara's mother has gone back to work and expects Barbara to be home to take care of her sisters after school and to make dinner. Barbara's best friend Cindy is getting upset because the time they used to spend together has decreased considerably. Barbara is finding herself yelling at her sisters a lot and has been fighting with her mother more in recent weeks. In school, Barbara has been a frequent visitor to the health room complaining of stomach aches and being tired. Yesterday, she fell asleep in math class and her teacher gave her detention.

Case Study #2

Jim has always been an outstanding student and is a star basketball player on the school team. Three months ago, his younger brother got very sick and his parents began spending all their free time at the hospital. They are rarely home, but when they are, they are often impatient with Jim. Jim hasn't been eating very regularly since he never seems to feel hungry. Lately he has been having nightmares about dying and he has been sleeping less. This week he got a C on an English test. When his teacher called him to discuss the grade, Jim accused the teacher of asking questions that were too hard. The teacher got angry with Jim and told him to straighten up and work harder. He finds himself feeling anxious and keyed up all the time.

CASE STUDIES
STRESSFUL SITUATIONS

The following cases are adapted from doctor's and social worker's reports.

Another Kind of Hurting

There just seems to be something that happens between me and my older child. I know Shirley's really an intelligent and cheerful little girl, but when I come home from work and there's still so much for me to do, some things she does just make me furious. At the age of seven, she should be able to be careful! Instead, she always seems to have lost or forgotten something, or she starts an argument with her little sister. Then I get mad and yell at her, "Why are you always so stupid and thoughtless? Why can't you ever use your head?" or "Can't you see that was a dumb thing to do?"

The other day she was upset about something and all I heard her saying to herself as she cried was, "Why am I always so dumb?"

Maybe I'm beginning to believe my angry words myself because I was really surprised when a friend told me how much she enjoyed having Shirley stay overnight with her daughter who is three years older. She thinks Shirley is terrific, bright, and pleasant to have around. As we talked, I learned that she and her daughter have just the same kind of hassles that Shirley and I have! So now we arrange for our daughter to exchange weekend overnight visits a couple of times a month and it really helps all of us.

Community

A young woman had adopted a one-year-old child. She had coped with and solved many problems in rearing the child, but her life pattern was suddenly changed when she left the supportive surroundings in which she had lived and came to a new community where she had no contact with relatives or friends. At the same time, her mother died and she become severely depressed. Under the stress of her mother's death, the depression, loneliness, and lack of adequate support from her new environment, this woman felt pushed beyond her strength. On one occasion she became impatient with her child and beat her, causing minor injury.

She was surprised and distressed by what she had done. This woman's history indicated that this was an unusual way for her to act toward her child. A combination of counseling, the resolution of her depression, and return to the community in which she grew up made it possible for her to resume a very adequate parental role, based upon following her own mother's way of meeting her needs.

Trapped

Jan became seriously depressed, once again attacking her daughter and slowly recognized that it was due to her mother-in-laws's impending visit. The mother-in-law had assumed that she could come for a long visit, even implying a permanent stay. The woman was nearly blind and a severe diabetic. Jan had a long history of fights with her, but because of her mother-in-law's poor health, she felt she must accept the visit. She also feared her husband's reaction if she said that she did not want his mother to come. She felt trapped and unable to do anything about it.

She became so depressed and abusive with her child that both she and her husband thought it best to get professional psychiatric help. With much support and help, she was able to tell her husband of her fears regarding his mother's visit. He was exceptionally understanding, quickly reassuring Jan that she was his first concern and the he would tell his mother that other arrangements would have to be made.

A Sense of Worth

My primary role as a hospital-based social worker is to gather information in order to begin the helping process. A parent who may be abusing a child usually has real trouble communicating and establishing a relationship with others.

I had seen Mr. and Mrs. J. on the day of their one-month-old daughter's hospital admission for head injuries, because we needed more information from them. The conversations suggested severe problems in the area of childcare, but Mr. and Mrs. J. failed to keep any appointments with us. Instead, they appeared on the ward late in the evening and expressed strong hostility and anger toward the medical staff.

I made a home visit. During the visit, Mrs. J. began to talk a great deal about her attitudes toward the child, about her marriage, and about her early life, including how she used to be beaten severely by her mother. This information came out after I commented about how good her coffee was. As I was leaving, Mrs. J. stated in a shy, almost apologetic manner, "Will you return?...No one has ever told me I did anything good before."

Christmas Rush

Christmas is supposed to be a time of pleasure. For me, I guess it's more the culmination of weeks of too much to do, too many good intentions, too many responsibilities, and too many people counting on me. Still, I was responsible for what happened the year Ginny was almost a year old.

In a rush of final preparations for Gran and Grandad's arrival, I'd just returned from the supermarket, sorted out the groceries I'd stocked up on for the holidays, then looked hastily through the mail noticing some Christmas cards from people I'd forgotten. There was even one from Mrs. Spencer, an elderly widow who lived alone in one of the boarding houses on our street. I decided I could just run upstairs and wrap a small gift for her and take it across the road to brighten her Christmas.

I carried Ginny up the long flight of wooden stairs that led to our bedroom; high ceilings in our old house made that climb extra long. Hurriedly, I set Ginny on the rug and rummaged for Christmas wrapping. I just wasn't thinking that at almost one-year-old Ginny was getting into really active crawling. Then I heard that terrible heart-stopping bump bump bump as she tumbled down the whole flight of stairs. I tore desperately, and covered her wailing little body with my own, trying to hold her but afraid to move her. Miraculously, she was unharmed. It's still hard to tell anyone about it, seven years later.

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Managing the Interaction of Work and Family.

RELATED CONCERN:

Time Management.

DESIRED RESULTS FOR LEARNERS:

Students will examine the interactions of work and family as it relates to time management.

LEARNER OUTCOMES: Students will:

1. Become aware of the context of work and time in their lives.
2. Consider the desired results of managing work and time in their own lives.
3. Examine the alternative approaches to time management.
4. Analyze the consequences of action for the various alternative approaches to time management.

SUPPORTING CONCEPTS:

A. What do we mean by work?

B. To seek or not to seek employment outside the home.

C. How managing schedules at home and at work impacts the parenting role.

D. Desired family and cultural results in managing home and work time issues.

E. Considerations in time management

   1. Clock time
   2. Biological time
   3. Psychological time

F. How public policies related to the workplace can assist students in their time management.

BACKGROUND INFORMATION:

Although meanings for work have changed throughout history and may vary across cultures, certain qualities are generally thought to distinguish work from non-work activities. The word "work" may be used to refer to a product or process:

1. Work may refer to the product or result of human effort. These products (which may be in the form of goods and services, things or ideas) have economic, social, and/or personal value to individuals, families, and/or society.

2. Work may be thought of as a process, in other words, as the human action or activity itself. This action is special because it is deliberate and is directed toward accomplishing a particular goal.

If we agree with the definitions and descriptions of work as listed above, it is clear that "work" is not limited to paid employment outside the home, but that much of what happens with a family inside the home can also be considered "work."

What is involved in a parent's decision to seek or not to seek paid employment outside the home? It is a decision that many people face at some time in their lives. Most parents in the United States are in the labor force and have responsibilities in the workplace, home, and family. It is important that this be an informed decision—one that takes into account both psychological and economic factors.

The idea—or myth—of the "superparent" is a term used frequently by this generation of parents. The superparent is one who can do it all— manage work and family and still have time for oneself. Ads on television have perpetuated this idea. Although many parents have strived for this ideal, few have actually attained it, and many more have become completely frustrated in the process.

The work ethic with its emphasis on using every minute productively, the explosion of advice from books about parenting, the desire to raise our own children differently than our parents raised us, and the fact that many of us have been pioneers by creating new models of parenting, have led to the pervasive desire to be superparents. However, the current culture alone has not created this phenomenon. Research done by the Bank Street College of Education indicates that the desire to be perfect is part of the normal process of parental change (Galinsky & David, 1988). With each new child, comes a feeling of starting over and a passion to do the best possible job. This is very positive because it means that we care; we try hard; we are committed to raising our children well. Ironically, however, this positive desire can also create havoc. One of the tasks of the early years of parenthood is moving away from being perfect to being what Donald Winnicott calls "good enough," that is, to adjust our ideas of perfection to what is realistically possible.

It may seem that the superparent phenomenon primarily affects employed mothers, but it does not. Because it is a moral aspect of parental growth, it affects all mothers and fathers, although to different degrees. Parents tend to attribute the cause to specific situations in their lives. For example, if someone is a teacher in the subject of Parenthood Education, he or she would most likely feel they must be perfect with their own children. Other employed parents point to their working as the cause for the superparent phenomenon, because they are away from their children so much, they must be perfect when they are together. Some at-home mothers think that they must be a perfect parent because they are devoting their full time and energy to it. Numerous fathers have a notion of perfection too. They want to be more available than their own fathers were to them.

These moral expectations of perfection can lead to problems in managing time. Although there is never enough, expecting to run everything smoothly leads to stress.

Time is the same for everyone. It is how we use it that is different. Effective use of time requires personal management. Being over-organized can be as much of a problem as being disorganized.

Concepts of time are ingrained early in our development. We often use time in relating to ourselves: "I was a late bloomer," or "She peaked early." The language we use to refer to time can connote a sense of powerlessness. For example, we usually say "Time ran out." Many parents have found it helpful to shift to a feeling that "I am in charge. I am setting priorities of what's most and least important to me." Time management is really managing ourselves in relation to the clock rather than managing the clock.

There are three main concepts of time: clock time, biological time, and psychological time. Understanding each is important in understanding our relationship to time and our efficiency in using it well.

CLOCK TIME

Clock time is perhaps the most familiar time to use. Examples are:

1. Office hours (at least office opening and closing hours).
2. Starting time for meetings.
3. Dinner hours (or other meal times).
4. Time consciousness—i.e., arrive 10 minutes early, being on time, or 10 minutes late.

Clock time might also be referred to as white, middle class, industrial time.

BIOLOGICAL TIME

Biological time includes both bodily processes and changes occurring either consciously or unconsciously.

PSYCHOLOGICAL TIME

Psychological time refers to an awareness of the passage of time. When we are enjoying ourselves, we are less aware of time passing. "Time flies when you're having fun" is an often heard phrase that relates to psychological time. This particular type of time many be interpreted by some as a negative force in one's life.

The effects as well as the practical aspects of employment are the object of much research being done today. The Bank Street College of Education and Ellen Galinsky (Galinsky & David, 1988) in particular, have done much in assisting people to understanding and dealing with the perennial problem of reciprocal interaction. It is important that students are given the opportunity to examine issues for themselves and their own futures; to be able to understand some of the conflicts and identify some solutions that can be workable in their own lives.

Studying "time" and "work" can help us make better decisions about the roles we want to play now and in the future as workers in families, communities, and society.

TEACHER PREPARATION:

1. Reflect on the issues of work and time when you were in middle or high school. What

would have been your definition of "work"? What challenges did you face in your time management at that age? What did you do to manage your time? How did you envision balancing work and time in your future?

2. Consider the students in your class. How are their work and time management issues similar to or different from your own, both now and as you remember it from when you were their age? What in the larger society has affected the interaction of work and family?

DIRECTED ACTIVITIES:

Supporting Concept A: What Do We Mean By Work?

1. **"Definitions of Work":** Introduce this unit as an area of study that affects us all. We all talk about and do work, but sometimes we do not stop and think about how the ways we approach work affect ourselves and others (our family, communities, and the society in general). We generally take a lot for granted—what work is and what it is not, why we work, what workers should do and should not do, what are good and bad jobs, and so forth.

   Ask students when they leave class today to find at least two sentences or phrases in which the word "work" is used. They could look for these samples in many different places: people's speech, conversations, television, radio, newspapers and magazines, etc. Ask them to write the lines down and bring them to class tomorrow. Line a bulletin board with light paper and have the students print their phrases on the board as they bring them in. *(Awareness of Context)*

2. **"Thoughts on Work":** Have students individually complete SM-1, "My Thoughts on Work". In addition to providing the material for a beginning discussion of the meaning of work, student responses at this point will furnish a base for assessing changes in thinking and learning as study proceeds. Emphasize that there are no right or wrong answers. After students complete the exercise, see if the class can come to a consensus on a definition of work. *(Awareness of Context)*

3. **"How We Value Work":** Have students read the article "How Do We Value Work" by Fritjof Capra (1981) (SM-2) and react by answering the questions on SM-3. Discuss the answers in class. *(Awareness of Context, Desired Results)*

4. **"Work Ethics in Films":** Watch one of a variety of contemporary commercial films, such as "Mr. Mom," "Norma Rae," "Country," or "The Great Santini." Have students react to the kinds of work being performed in the film.

   -What kinds of work ethics and/or work norms were represented in the film?
   -How was work valued by the characters in the film? *(Awareness of Context, Desired Results)*

Supporting Concept B: To Seek or Not to Seek Employment Outside the Home

5. **"Work Ethics In Films"** (continued): Using one of the films mentioned above, have students discuss the reasons why the main characters(s) in the film chose to seek or not to seek paid employment outside of the home. What factors led to the decision? *(Awareness of Context)*

6. **"Personal Work Ethics":** Have students write one or two pages describing their own family work situation.

   -Who works outside the home?
   -Who is gainfully employed inside the home?
   -Who is not gainfully employed inside the home?
   -What considerations were made in the decision in each case? Considering their own future, what would be their own personal choice if they were to become a parent...to seek or not to seek gainful employment outside the home?
   -Why do they feel the way they do? *(Awareness of Context, Desired Results)*

7. **"Decisions to Work":** In small groups consider all of the factors that need to be considered when making the decision to seek or not to seek paid employment outside the home. Ask each group to report back to the class and draw up a class list of factors. *(Awareness of Context)*

8. **"Two-Career Family":** Using the lesson plan "Two Career Family: To Work or Not to Work," (SM-4, SM-5, SM-6) guide students through the process of how that decision can be made in the

context of a case study. This will enable them to examine *Alternative Approaches* and the *Consequences of Action* with different approaches.

9. **"Full-Time Mom":** Have students read a copy of Wendy Madar's (1989, January) last column "Pay Means Less Than Parenthood" (SM-7) from the *Corvallis Gazette-Times* before she resigned to become a full-time homemaker. Discuss the following:

   - -What were the desired results in Ms. Madars's decision?
   - -What might you predict to be the consequences of her action to become a "full-time" mom?
   - -What is the context from which Ms. Madar made her decision to resign her job with the newspaper?
   - -Can you think of any alternative approaches she might have considered? What might be a consequence of each of those approaches? *(Desired Results, Consequences of Action, Awareness of Context, Alternative Approaches)*

10. **"Panel Discussion":** Form a panel of parents who work outside the home and parents who are not employed outside the home. Lead a class dialogue with the panel on the pros and cons of parental employment outside the home.

    - -What are the advantages and disadvantages of a parent's gainful employment? *(Alternative Approaches, Consequences of Action)*

11. **"Magazine Articles":** There are a wide variety of magazine articles dealing with the "to work or not to work" issue. Have students collect these and bring them to class to discuss. Have them consider the source that the article came from...was it representing a specific viewpoint?

    - -Do they agree or disagree with the information presented?
    - -How might the information in a variety of articles help them with their own future decision in this area? *(Awareness of Context, Alternative Approaches)*

Supporting Concept C: How Managing Schedules at Home and at Work Impacts the Parenting Role

12. **"Time Circles":** Ask students to draw a large circle on a sheet of paper. Tell them that the circle represents a 24-hour day. Ask them to divide this circle into sections that would approximate how they used those 24 hours in their own life yesterday, identifying how each segment was spent.

    As students look at their individual circles, ask them to lightly shade in any segments where their family made the determination to spend time in that way. What are the family values that affect their time management in that sample? *(Awareness of Context)*

    Next, ask students to make light slash marks through segments where the society made the determination to spend the time in that way (school might be an example). What are some of the desired results of time management for society? *(Desired Results, Awareness of Context)*

    Next, for segments where students made their own decision (without influence from family or society) to spend the time as they did, ask them to discuss why they made these choices.

    - -How many people would change the way their time was spent yesterday in any way? Why?
    - -How did their decisions to spend their time as they did affect the family or people with whom they are now living? *(Consequences of Action)*

13. **"Why Do We Care About Time Management":**

    - -Why do we care or get concerned about time management?
    - -What happens to a family when there is little organization of the use of time? Who is affected?
    - -What happens to a family when their time is extremely structured, or they become overorganized? Who is affected?
    - -In the context of this class, could we come up with one schedule to help all families manage their time efficiently? Why or why not? *(Consequences of Action, Alternative Approaches)*

14. **"The Context of Time Management":** Obtain copies of *The One Minute Manager* (Blanchard, 1982) and *The One Minute Parent* (Blanchard, 1984) from a local library. Ask students to describe what they think the titles mean.

-Why did both of these books become best sellers?
-What socioeconomic class(es), race(s), and gender(s) do students think might read these books? *(Awareness of Context)*

Ask students to discuss the following situations:

a. A southeast Asian teenager has a school assignment due the next day. She is the only family member who can speak English and is needed to interpret for the grandmother who has a medical appointment. What are the valued outcomes and personal and cultural contexts in this situation?

b. A wife, who works as a realtor, has asked her husband to help her entertain an out-of-town client for dinner next week. The husband has already made a commitment to a job-related meeting at the same time. What are the time management problems here? Do job expectations of males versus females enter into the situation?

15. **"Parent Panel":** Invite a panel of parents, including a faculty member, to class. Determine how they manage their busy work/family schedules. Ask about incidents that have been particularly difficult and how they were resolved. How did the individuals determine their patterns for managing schedules? *(Alternative Approaches, Desired Results)*

16. **"Scheduling Work and Family Activities":** Have students work in small groups and make a list of problems in scheduling work and family activities. Make a composite list for the class, and brainstorm ways the problems might be solved. Typical problems might include:

    A. A parent at worksite whose young child is in a school play at the same time.

    B. A single parent with two children involved in Little League games is scheduled at the same time in different parts of town.

    C. A student wants a job at a fast food restaurant to earn money for college and for clothes. The school schedule leaves little time for work, if studying and social life are to be maintained. *(Alternative Approaches, Awareness of Context)*

17. **"Managing Your Time and Energy":** Have students complete SM-8, "Managing Your Time and Energy" to visualize what their lives would be like if they needed to balance work and family in a parenting role. Compare and contrast differences between class members. Discuss the origins of our ideas and beliefs about men's and women's roles. *(Awareness of Context, Alternative Approaches)*

18. **"ABC Lists":** Alan Lakein (1974), in *How to Get Control of Your Time and Your Life*, stresses the importance of making A (most important), B (important) and C (least important) lists and in the process, recognizing what criteria you use in making these lists. Ask students to make their own ABC lists for what they need to accomplish between now and tomorrow at this time. What tradeoffs are involved in making these decisions? To help students with this process, it might be useful to have them think: Do I have to? Do I need to? Do I want to? What happens if we only end up with "need to's" on our list? *(Desired Results, Consequences of Action)*

19. **"Solutions":** Ask students to provide possible solutions (and examples of each) to family time management problems. Examples of possible solutions are:

    A. Skipping unimportant tasks.
    B. Using time-saving recipes and equipment.
    C. Developing systems (large calendar on a bulletin board to keep track of appointments, a mail sorting system for each member of the family, a marketing list kept handy, etc.)
    D. Getting help.
    E. Being flexible.
    F. Finding "down" time.
    G. Letting children set the schedule.
    (Alternative Approaches)

20. **"Susan's Story":** Because each of us is different, we all have a different set of priorities and make decisions about managing our time between work and family on an individual basis. Have students complete SM-9 ("Susan's Story") and discuss how resources other than time affect our ability to balance work and family. *(Awareness of Context)*

Both mothers and fathers find that without some breathing room, without some peaceful place, without an activity that is "just for me," tension increases. Ask students to make a list of activities they now do that they consider "just for me" type of activities. Share some of the responses to reinforce the importance of these, as well as to show the wide variety of activities. Then ask students to put a "P" by any of these activities they think would still be on their list if they were a parent. Would they add any others that aren't on now? Why might there be changes? *(Awareness of Context, Desired Results)*

Supporting Concept D: Desired Family and Cultural Results in Managing Home and Work Time Issues

21. **"Time Article":** Give each student a copy of the Time magazine article "How America Has Run Out of Time" (Gibbs, 1989) (see resource list). Students should read the article and write a reaction paper to include:

-What is your initial reaction to the information in the article?
-What are the historical, cultural, and social aspects of this situation?
-Why America?
-Why is this a problem (or unique situation) now?
-Is this situation unique to white, middle class America, or does it cross all social and economic lines?
-How is the good of individuals and the larger society affected by this crunch for time?
-What are some of the consequences to relationships and the family because of this situation?

Make a list of at least three ways to help alleviate the situation, and explain how they would help and to whom they would be beneficial. *(Awareness of Context, Consequences of Action, Desired Results)*

Supporting Concept E: Various Considerations in the Time Management Issue

22. **"Clock Time":** Discuss the three concepts of time: clock, biological, and psychological. Ask students to provide examples of each.

In discussing clock time, ask students the following questions:

-What do you feel like if you get two hours less sleep than you normally do?
-What signals do you get when it's time to eat lunch?
-Do you always eat the evening meal at the same time? How do different families decide on meal times?
-Who establishes clock time?
-Of the three concepts of time mentioned, why is clock time given more credibility?
-Why has this kind of time been referred to as "White, Middle Class, Industrial Time?"

Divide the class into 3 groups. Give each group a family situation where the family operates on a different clock time cycle.

A. A family where a parent or parents worked outside the home in a regular day schedule.

B. A family where a parent or parents worked outside the home in a swing shift schedule.

C. A family where a parent or parents worked outside the home in a graveyard shift schedule.

-How would each family choose to schedule meal times together? Sleeping times? Family activities? School conferences?
-Compare and contrast the patterns developed by each group.

Next, mix students among the 3 groups so that now there are workers in the family with dissimilar schedules (a day worker and a swing-shift worker, for instance).

-What additional burdens are put on parents to schedule activities when work schedules vary?
-Could students manage a full school schedule and swing shift job? A graveyard shift job? Why or why not? *(Awareness of Context, Alternative Approaches)*

23. **"Biological Cycles":** Refer to SM-10 ("Biological Cycles") as a resource listing of biological cycles. Discussion should continue to center on the different concepts of time to be managed.

Ask students to examine the list of factors involved in biological time (from SM-10) and cite personal examples of any of them. Briefly discuss how each might affect parenting concerns.

- -Can we find ways to "manage" biological time, as we did for clock time?
- -Although a person or family would probably not choose to rely solely on biological time to manage work and family, does it have some impact on our society?
- -Does the workplace generally acknowledge biological time?
- -Can students cite examples of how biological time might be used or referred to more significantly in another culture? *(Alternative Approaches, Awareness of Context)*

24. **"Psychological Time":** Refer back to the original discussion of the three concepts of time to be managed, reviewing the students' examples of psychological time. Ask students to brainstorm all the kinds of psychological time thought to be positive.

- -What kinds appear to be negative?
- -Why do some people seem to take on more responsibilities that they have "time" for, and then feel guilty about not getting everything done the best way?
- -Is it OK to sometimes feel negative about time? (To say "No, I just don't have the time" and feel okay about that?) *(Awareness of Context)*

25. **"Working Parents Article":** Assign students to read the T. Berry Brazelton (1989) article from **Newsweek** entitled "Working Parents" (SM-11). To summarize some of the learnings from Supporting Concepts A, B, and C, have students discuss the article in terms of:

A. What are some of the differences Dr. Brazelton identifies between parenting today and 30 years ago?

B. How do male or female roles and expectations affect the ability to combine work and family?

C. Can you find evidences of how the three concepts of time might be used in the article to explain or assist with the reciprocal interaction of work and family?

D. What are some solutions that Dr. Brazelton suggests for dealing effectively with this perennial problem? *(Awareness of Context, Desired Results)*

THE FOLLOWING CONCEPT AND DIRECTED ACTIVITIES RELATE TO "SUPPORTIVE PUBLIC POLICY"

Supporting Concept F: How Public Policies Related to the Workplace can Assist Students in their Time Management

26. **"Working Moms":** Have students view videotape program "Working Moms—Survival, Success, and Satisfaction." This tape looks at the perennial problem of balancing work and family.

- -Why is the title worded as it is.
- -What if the word "Moms" were replaced with "Dads"?
- -What does society and the workplace say about working dads versus moms?
- -Has this attitude changed over the last 20 years?
- -Why is it sometimes assumed that moms are the ones who have to do the balancing of work and family?
- -How might those decisions affect the parenting styles of the children in years to come? *(Awareness of Context, Consequences of Action)*

27. **"Work Policies":** Ask students to provide examples for their own situations of who stayed home with them when they were too little to go to school.

- -Why was the decision made as it was?

- -What do they know about the work policies of their parents workplace that might have contributed to that decision?
- -In what way did those decisions affect them as a child? *(Awareness of Context, Consequences of Action)*

Assign students to read the article "Parental Leaves" (SM-12). Discuss impacts on balancing family and work. *(Awareness of Context)*

Have students examine the policies of several companies (including the local school district) for family sick leave.

- -Is there such a provision in an employee's

contract?
- What about maternity or parental leave?

Students may be able to provide examples of company policies regarding work and family from their own parents' experiences. *(Awareness of Context, Alternative Approaches)*

Assign students to research what is or has been done currently in the state and federal legislature regarding family/work policy. *(Awareness of Context)*

Ask students to find out what is meant by "flex time" and how this can impact families. What other time management policies (other than those mentioned above) assist employees in balancing work and family? *(Alternative Approaches)*

In small groups, have students outline what they think would be an effective policy for a workplace to provide for working parents along the lines of: sick leaves, family illness leaves, family emergencies, school conferences, etc.

- What considerations on the part of the workplace need to be taken into account?
- How do families benefit from such leaves/ employee benefits? *(Desired Results, Consequences of Action)*

28. **"Mother Load"**: Have students read the article from Willamette Week (Scattarella, 1989) called "Mother Load" (SM-13). Discuss how the environment plays a role in time management for working parents.

    - Why do you think the article was written with the term "Mother Load" as its title?
    - What benefits would there be to the workplace and the larger environment if more options for parents, especially mothers at this point, were made available? *(Alternative Approaches, Consequences of Action, Desired Results)*

RESOURCES:

Books and Periodicals:

Arquette, K. (1989, March). Parental leaves. A family affair. *Current Consumer and Lifestudies* p. 19-21.

Bingham, M., & Striker, S. (1988). *More choices: A strategic planning guide for mixing career and family*. Santa Barbara, CA: The Advocacy Press.

Blanchard, K. (1982). *The one minute manager*. New York: Berkley Press.

Blanchard, K. (1984). *The one minute parent*. New York: Avon Books.

Brazelton, T.B. (1989, February 13). Working parents. *Newsweek*, pp. 66-72.

Capra, Fritjof. (1981). How do we value work? Reprinted (1983, May) *JC Penny Forum*, New York: Simon and Shuster.

Galinsky, E. & David, J. (1988). *The preschool years: Family strategies that work from experts and parents*. New York: Time Books, pp.325-404.

Gibbs, N. (1989, April 24). How America has run out of time. *Time*, pp. 58-67.

Henderson, G. (1985). *Balancing work and family*. (pp. 265-289). Cincinnati: South-Western.

Lakein, A. (1974). *How to get control of your time and your life*. New York: New American Library.

Levitan, S.A., & Belous, R.S. (1985). The family and work go together. *What's happening to the American family?* (pp. 57-76). Baltimore: John Hopkins University.

Madar, W. (1989, January 1). Pay means less than parenthood. *Corvallis Gazette Times*, p. A-4.

Rifkin, J. (1987). *Time wars: The primary conflict in human history*. New York: Henry Holt.

Scaterella, C. (1989, April 13-19). Mother load. *Willamette Weekly*, pp.11-16.

Worden, P. (1979, September/October). Time management. *Illinois Teacher*, 23(1), 24-25.

(1962, March). *Family Economics Review*. p.4.

Curriculum Guides:

Ohio Department of Education. (1983) *What to do regarding coordinating work and family*. (pp. 153-155). Columbus, OH.

Ristau, R. et al. (1985). Master Curriculum Guide in Economics, Teaching Strategies: Consumer Economics (secondary) 1-4. Two career family: To work or not to work? Joint Council on Economic Education.

Schweitzer, D. (1989). Parenthood Education Curriculum Model Addendum. Class assignment, Oregon State University.

Films, Filmstrips, and Videos:

Working moms - Survival, success, satisfaction. [Film]. (1986). [Time for Me Video Cassettes], St. Paul, MN: EMC Publishing (300 York Ave. St. Paul, MN, 55101).

Other:

Work and Family Seminar Coordinators, Oregon Community Colleges.

SM-1

MY THOUGHTS ON WORK

Answer the following questions as thoughtfully as you can. There are no "right" answers and you can be as creative as you want - as long as you tell **why** *you say what you do.*

1. What is "**work**"? What can you think of, that it is **like**? What is it **not** like?

   Work is:

   It is like:

   because:

   It is not like:

   because:

2. Describe some important work that you do now or that you did in the past:

   Name of work:

   What were the different tasks you have/had to do for this work?

   Why did you call this activity **work**? (Rather than "play" or something else.)

HOW DO WE VALUE WORK

SM-2

by Fritjof Capra

In our society, work is identified with a job; it is done for an employer and for money; unpaid activities do not count as work. For example, the work performed by women and men in households is not assigned any economic value; yet this work equals in monetary terms, two-thirds of the total amount of wages and salaries paid by all the corporations in the United States. On the other hand, work in paid jobs is no longer available for many who want it. Being unemployed carries a social stigma; people lose status and respect in their own and other's eyes because they are unable to get work.

At the same time those who do have jobs very often have to perform work in which they cannot take any pride, work that leaves them profoundly alienated and dissatisfied...(Workers) have no say about the use to which their work is put, and cannot identify in any meaningful way with the production process. The modern industrial worker no longer feels responsible for his work nor takes pride in it. The result is a product that shows less and less craft, artistic quality or taste. Thus work has become profoundly degraded; from the worker's point of view, its only purpose is to earn a living...

This state of affairs is in sharp contrast to traditional societies in which ordinary women and men were engaged in a wide variety of activities - farming, fishing, hunting, weaving, making clothes, building, making pottery and tools, cooking, healing - all of them useful, skilled and dignified work. In our society most people are unsatisfied by their work and see recreation as the main focus of their lives. Thus work has become opposed to leisure, and the latter is served by a huge industry featuring energy-intensive gadgets, computer games, speedboats and snowmobiles, and exhorting people to ever more wasteful consumption.

As far as the status of different kinds of work is concerned, there is an interesting hierarchy in our culture. Work with the lowest status tends to be that work which is most "entropic", i.e., where the tangible evidence of that effort is most easily destroyed. This is work that has to be done over and over again without leaving a lasting impact - cooking meals which are immediately eaten, sweeping factory floors which will soon be dirty again, cutting hedges and lawns which keep growing. In our society, as in all industrial cultures, jobs that involve highly entropic work - housework, services, agriculture - are given the lowest value and receive the lowest pay, although they are essential to our daily existence. These jobs are generally delegated to minority groups and to women. High-status jobs involve work that creates something lasting - skyscrapers, supersonic planes, space rockets...and all the other products of high technology. High status is also granted to all administrative work connected with high technology, however dull it may be.

This hierarchy of work is exactly the opposite in spiritual traditions. There high-entropy work is highly valued and plays a significant role in the daily ritual of spiritual practice. Buddhist monks consider cooking, gardening or housecleaning part of their meditative activities, and Christian monks and nuns have a long tradition of agriculture, nursing, and other services. It seems that the high spiritual value accorded to entropic work in those traditions comes from a profound ecological awareness. Doing work that has to be done over and over again helps us recognize the natural cycles of growth and decay, or birth and death, and thus become aware of the dynamic order of the universe. "Ordinary" work, as the root meaning of the term indicates, is work that is in harmony with the order we perceive in the natural environment.

Such ecological awareness has been lost in our culture, where the highest values have been associated with work that creates something "extraordinary," something out of the natural order. Not surprisingly, most of this highly valued work is now generating technologies and institutions which are extremely harmful to the natural and social environment. What we need, therefore, is to revise the concept and practice of work in such a way that it becomes meaningful and fulfilling for the individual worker, useful for society, and part of the harmonious order of the ecosystem. To reorganize and practice our work in this way will allow us to recapture its spiritual essence.

The Turning Point, "How Do We Value Work" copyright 1981 by Fritjof Capra.

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HOW DO WE VALUE WORK?

In an article written by Fritjof Capra, the author discusses two categories of work. One category is work that has to be done over and over with the results of the work being used up. Another category is work that creates something "lasting."

1. List five jobs that tend to be done over and over.

2. List five jobs that tend to leave something lasting.

3. Capra says that jobs that have to be done over and over are generally thought of as low status jobs, even though they are necessary to our daily life. Those that leave something lasting tend to be considered higher status, even though what is "left" could be really worthless. Do you agree or disagree with his ideas? Discuss.

4. Capra suggests there is a cost to individuals and to society when people see their work only as a way to earn money. What do you think? Discuss.

5. Consider a parent who has chosen not to seek gainful employment outside the home. Would you consider that person to be a "working" person or not? Defend your answer.

6. What are the desired results for work...for you as an individual? For your family? For society?

TWO-CAREER FAMILY: TO WORK OR NOT TO WORK

TIME REQUIRED:

One or two class periods

RECOMMENDED GRADE LEVELS:

11-12

RATIONALE:

More than half of all married women in the United States are in the labor force, and most have responsibilities not only as breadwinners but as homemakers and parents as well. The U.S. Bureau of Labor Statistics projects a further increase in the proportion of married women who are in the labor force. It seems likely, therefore, that most young women now enrolled in high school will face a decision about whether to enter or remain in the labor force if they decide to raise a family. It is important that this be an informed decision - one that takes into account both psychological and economic factors.

MATERIALS:

One copy of Handouts SM-5 and SM-6 for each student.

PROCEDURE:

1. Introduce the activity with the following questions:
   a. If you marry, do you think both of you will work, or just one of you?
   b. Do you think both of you may work if you have children? Why?
   c. What advantages and disadvantages do a two-wage earner family with children have over a family with children in which one parent is a wage earner and the other parent stays at home?
2. Distribute Handout SM-5, ("Does it Pay for Both Partners to Work"). Have students role play and/ or read Part 1 of the handout. Then have them answer the questions below.
   a. Why has the salary for Mary's former job risen to $11,000 from $7,200 of three years ago? (General inflation; greater demand for secretaries relative to supply, which increases wage rates; above-average amount offered by employer to entice Mary to return to work.)
   b. What did the Browns give up when Mary quit work to have Billy? (Income; psychological benefits Mary gained from working outside home; opportunity for Mary to gain added experience on the job, which could lead to career advancement.)
   c. What is their problem? (What should Mary do?)
   d. What are the alternative solutions? (Stay at home, work full-time, become a part-time student.)
   e. What criteria might John and Mary use in evaluating the alternative solutions? (Psychological needs, more immediate spendable income, time with children, higher future income, family approval.)
   f. What additional, financial data are needed to evaluate the alternatives more completely? (Actual increase in family income from Mary's job after expenses and taxes, costs incurred because of Mary's schooling.)
3. Have the students read Part II of Handout SM-5 and complete each of the worksheets. Go over the answers with the class. Then pose the following questions for discussion:
   a. Why should the forgone income be looked upon as a cost of going to school? (It is the net income Mary could earn if she did not go to school and took the paying job instead.)
   b. The schooling that Mary might pursue is an investment in her future. Economists call this an investment in human capital. Why is this an investment for the Brown family? (Because the schooling will deliver returns—income—in the future. Their hope is that her earnings level will be high enough to enable them to repay their investment cost as well as earn a good return on their investment throughout her working years.)
   c. Does more schooling always guarantee higher wages? (Not necessarily. The value of schooling varies for different people and different occupations. Generally, though, those with more education have a higher earnings potential than those with less education.)
   d. Would the Browns be taking any risks in pursuing the part-time schooling option? (The job market for medical technologists may be filled by the time she graduates, thus

making it difficult for her to find a job. She might not complete a program because of illness, illness of her husband or children, dislike of the program, etc.)

e. Having a parent at home full time with children while they are young is seen by many as an important investment in the children's future (investment in human capital). Why might this be true? (Many parents believe the security and the informal educational experiences they can provide are of better quality than what outsiders can provide. With this foundation, these parents believe their children can better develop their potential.)

f. How can one estimate the amount in terms of dollars that it will cost the family to have one parent stay home full time? Would the amount vary for different families? (One can't estimate this by the amount of net income that the parent could earn in the labor market. It varies from family to family because earnings and additional expenses differ from household to household. For example, the cost of having medical doctors stay home to care for their children is higher than the cost of having teachers do so because doctors potentially earn more than teachers.)

4. Distribute Handout SM-6, ("Worksheet for Estimating Spouse's Income from Employment") and have students work through it, using the alternatives and criteria developed earlier in the lesson.

5. Ask individual students to state their decisions and the reason for their choice. Divide into small groups to discuss the following questions:

   a. If Mary's actual net income from the job came to only $1,000, would this affect your decision to have her work full time? (This depends on weighting given to different criteria. If the psychological need to spend time outside the home or the opportunity for career advancement is most important, the decision may not change. If additional money is the most important criterion, the $1,000 may not be enough of an incentive.)

   b. Cite an example of a trade-off in choosing one option over another. (Answers will vary according to options chosen.)

   c. If Mary works full time, how could the Joneses cut back on her expenses and increase the family's net income? What are the trade-offs in making these changes? (Redefining responsibility for household tasks of parents in order to cut down need for paid help. Trade-offs are the extra energy needed to perform such tasks and the decrease in leisure time that one of both parents must endure in exchange for more income.)

   d. In what respect does going to school part-time provide an in-between option for the Browns - that is, between staying at home or working full time? (Provide time for Mary to pursue personal interests outside home but still spend a good part of the day with the children.)

   e. If Mary works full time, how might it affect her willingness to comparison shop for food or to fix meals from scratch as she did when she worked as a full-time homemaker? (Because of decreased amount of time for household chores, she might do less than before. Studies show that two-income families use more convenience foods and eat out more often. The reason for this is that time becomes relatively scarcer.)

   f. If Mary or John felt very worried about leaving the children with others, how might that affect her decision to work full time? (This criterion may be so important to them as to outweigh the benefits of her working full time.)

   g. If the starting medical technologist position paid $10,000 instead of $14,000, would that affect the decision to have Mary go to school part-time? (This depends. If Mary had a strong interest in becoming a medical technologist, she might want to prepare for that occupation, regardless of the salary. If the Browns are primarily looking at the return of their investment in Mary's education, the occupation of medical technologist does not initially compare very well with the secretarial position. The latter pays more and requires no additional educational costs. Yet, the Browns should also look at the potential for promotion. If advancement opportunities are greater for medical technologists than for a secretary, the long-term benefits for becoming a medical technologist would be greater—perhaps considerably greater.)

EVALUATION:

Assess the quality of discussion.

TWO CAREER FAMILY: TO WORK OR NOT TO WORK

Name____________________________________ Class____________________________

Part I: Case Study

Mary and John Brown have been married 5 years and have two children: Billy, 3-years-old, and Cindy, 1 1/2-years-old. John earns $17,000 a year. Mary worked as a secretary before Billy was born, earning $7,200 a year. Her former boss would like her to return to her old job at a salary of $11,000. Mary is delighted with the prospect of returning to work. She misses her friends and wishes she could get out of the house more often although she enjoys being with the children.

John would prefer that she take a medical technology program at a local community college on a part-time basis. Mary is interested. She could finish the program in four years. Starting salary for graduates of that program currently is $14,000. By the time she graduates, both children would be in school and would require less supervision.

Mary and John have many goals, including buying a home and new furniture. It also seems they barely meet their financial needs on John's salary. At the same time both are somewhat concerned about Mary not remaining at home. Mary wonders whether she will be satisfied with how well the household chores are done even if John takes on more of them or if they hire outside help. Both parents also wonder if the children will feel as secure and happy. They also know that neither John's nor Mary's parents would approve of both parents working outside the home while the children are below school age.

Part II: What Should Mary Do?

Gains and Expenses of Paid Work

Mary gathered information to make the decision. She found that the daycare center that met her criteria would cost $1,500 a year for Billy and Cindy. If she took the secretarial job, she would have to pay $1,300 in state and federal income taxes and $737 in Social Security taxes. These taxes would be withheld from her paycheck. John pointed out that they would have to pay $600 in additional income tax because her salary would put the family in a higher tax bracket. Mary also estimated that she would need $500 in new clothes, $2 a day for lunch, and $1 a day for bus fare. She also intends to hire household help for four hours a week; she expects that this will cost her about $6 an hour including taxes and insurance.

Would it pay Mary to work? To help answer the question, complete Worksheet 1, using the data in the preceding paragraph. After you complete the worksheet, read the paragraph below and then complete Worksheet 2.

Worksheet 1 - Gains and Expenses of Paid Work

Mary's yearly salary .... ____________
Income tax withheld .... ____________
Social security. .... ____________
Additional income tax .... ____________

Total taxes .... ____________

Disposable income .... ____________

Expenses (except taxes)
Child care expenses .... ____________
Bus transportation (50 weeks) .... ____________
Clothing .... ____________
Mary's lunch (50 weeks) .... ____________
Household help (50 weeks) .... ____________

Total expenses .... ____________

Actual net income from job .... ____________

Gains and Expenses of Schooling

Mary also gathered data on the cost of schooling. She found that tuition for a year would be approximately $1,000 with books about $200 extra. The daycare center where she would place the children would cost about $900 a year for half days. She will eat at home. She will need the car so John will have to ride the bus to work for $1 a day. If she decides to go to school they will have to borrow $2,000 from a friend who will charge an annual interest rate of 5%.

Worksheet 2 - Costs for Mary's Schooling for One Year

Tuition for the year .... ____________
Child care expenses .... ____________
Books .... ____________
Transportation .... ____________
Interest on loan .... ____________

Total direct costs. .... ____________

Income lost from not working (indirect) .... ____________

Total costs (direct and indirect) .... ____________

Joint Council on Economic Education. (1985). ***Master curriculum guide in economics: Teaching strategies for consumer economics*** (Secondary). 2 Park Avenue, New York, NY 10016.

ANSWERS FOR HANDOUT SM-5 - PART II

Worksheet 1

Mary's yearly salary		$11,000
Income tax withheld	$1,300	
Social security	737	
Additional income tax	600	
Total taxes	2,637	
Disposable income		$ 8,363
Expenses (except taxes)		
Child care	$ 1,500	
Bus (50 weeks)	250	
Clothing	500	
Mary's lunch (50 weeks)	500	
Household help	1,200	
Total expenses		$3,950
Actual net income from job		$ 4,413

Worksheet 2

Tuition for the year	$ 1,000	
Child care	900	
Books	200	
Transportation	250	
Interest on loan	100	
Total direct costs		$ 2,450
Income from not working (indirect)		$ 4,413
Total costs (direct and indirect)		$ 6,863

Joint Council on Economic Education. (1985).
Master curriculum guide in economics: Teaching strategies for consumer economics (Secondary). 2 Park Avenue, New York, NY 10016.

SM-6

WORKSHEET FOR ESTIMATING SPOUSE'S INCOME FROM EMPLOYMENT

GROSS INCOME .... $________

EXPENSES:

1. Income taxes (federal, state, and local)
   Total income tax with spouse employed .... $________
   (use Marginal Tax Rates)
   Total income tax with spouse not employed .... $________
   Difference — extra tax .... $________
2. Social Security tax. .... $________
3. Contributions to other retirement plans .... $________
4. Meals and snacks at work .... $________
5. Transportation to and from work .... $________
6. Transportation on the job (not reimbursed) .... $________
7. Special work clothing (including care) .... $________
8. Dues to unions and professional organizations .... $________
9. Professional and business publications .... $________
10. Professional and business meetings, conventions .... $________
11. Education expenses related to employment .... $________
12. Tools and licenses required for the job .... $________
13. Gifts and flowers for fellow employees .... $________
14. Parties, special meals with fellow employees .... $________
15. Extra spent for general-wear clothing .... $________
16. Extra spent for personal care .... $________
17. Extra spent for paid household tasks .... $________
18. Child care expenses .... $________
19. Extra cost of convenience food for home .... $________
20. Other expenses for specific job .... $________

TOTAL .... $________

NET INCOME (Gross income minus total expenses) .... $________

Adapted from *Family Economics Review*, March 1962, page 4.

Pay means less than parenthood

WENDY MADAR

This day of endings and beginnings is a logical time to say goodby. But, to explain why I am leaving the Gazette-Times, I need to look back.

Six years ago, I wandered into the G-T newsroom with a freelance arts story. I'd made no serious decision to turn my writing interest into a full-time journalism career but my husband was a graduate student at OSU and we needed money. An editor liked the story and I was hired soon as a night police reporter, a job I assumed would be temporary.

But I was hooked. No two work days were alike. I got to see behind the scenes of Benton County life, from poverty to politics, and then play with words to tell readers what I'd learned. For a born snoop and word-aholic, it was the perfect job.

I moved from crime, to education, to arts features and editorials and finally, to editorial page editor. I still love the work and feel great respect and affection for this feisty little newspaper and the people who produce it.

But for months, something has not been right. Trivial things made me wildly angry. I felt caught in a double life in which the two halves did not mesh. Then, before Thanksgiving, my 13-year-old son got pneumonia, my 7-year-old daughter had infected eyes. I brought her to work where she made paper dolls and chattered while I tried to write. When I called home to check on my son, there was no answer — was he unconscious?

In addition to writing editorials and this column, I design the editorial page, pick wire material and cartoons, write headlines, edit letters and so on. I was trying to do six days worth of editorial pages in three days to have Thanksgiving weekend free with my family but all I could think about was sick children.

Something snapped.

And suddenly it was clear that I was living wrong for this period in my life. I wanted to be home with my kids; I did not want it to be a family crisis when a child gets sick.

So I resigned, effective Jan. 13, and instantly felt like a different person. Not even worry about the shock to the family budget can dampen my relief — although I'll pick up a little work, starting with teaching a journalism class at OSU this term. (I also plan, at long last, to get serious about fiction writing.)

By coinicidence, an article in Tuesday's G-T reported that career women around the country are doing exactly as I am going back home. Like other "trend" reports, this probably is exaggerated but the issue is real.

Obviously, women seek jobs for many reasons, some because they have to and others because interesting work has the same appeal to us as to men. Some of us are well into carefully chosen careers before the babies come along and we don't know how — or whether we really want — to extricate ourselves.

Many — perhaps most — employed mothers of young children feel the same stresses and longings that I have felt. Some fathers undoubtedly feel them too, but children still are more a woman's province than a man's and, given biological reality, that's not apt to change.

Even for women who prefer to stay home, the choice may be tough. Families are expensive. Non-employed women may suffer low self-esteem because jobs too often become our identities — and motherhood doesn't rate in this society. And plenty of careers don't lend themselves to stopping out while children grow up; how can you take a 15-year break from microbiology or electrical engineering?

I don't know how to solve this dilemma, other than personally. Good child care, more understanding employers and parental leave during infancy all help those women who must work. But for those who have a choice, it comes down to a family issue, a weighing of possibilities and values. Just how much affluence is worth trading time spent with your children? The answer will be different for everyone.

It has taken me a long time to sort out how I feel about being a working mom, maybe because I didn't have a choice at first, or because my husband is good at sharing the load. Or maybe I simply had to see, by the maturing of our oldest child, how quickly childhood passes - and once it's gone, it can't be brought back.

I'll miss this job, particularly the Sunday column because it brings such interesting calls and letters from the community, both affirmative and angry but nearly always thoughtful. Please forgive me for not always answering the letters — blame the tyranny of daily deadlines. Thank you for reading and reacting.

And so, adios, amigos. I will miss you.

A4 Corvallis Gazette-Times, Corvallis Ore., Sunday, January 1, 1989

SM-8A

MANAGING YOUR TIME AND ENERGY

Since it is impossible to do everything you think you should do in a given day, setting short-term priorities is a must. For this exercise, assume you are married and hold a full time job, working days outside the home. You have two children. Try to visualize your life. Below is a list of tasks that might require your energy and time. But which are most important?

In column 1 put a 1 beside those items that must be done; a 2 beside those you would like to do if there is time; a 3 beside those tasks you would undertake only if all your 1's and 2's were done; and a 4 next to those items you do not consider important enough to do.

Tasks	1	2	3
Go to work			
Buy groceries			
Polish silver			
Spend time with children			
Spend time with mate			
Vacuum			
Wash the car			
Read novels			
Watch T.V.			
Read newspapers			
Eat breakfast			
Exercise			
See friends			
Call your mom or dad			
Give dinner parties			
Take classes in your career field			
Arrange flowers			
Mow the lawn			
Bake cookies			
Grow your own vegetables			
Sleep			

Tasks	1	2	3
Do laundry			
Make your own clothes			
Take child to doctor			
Attend school play			
Clean cat box			
Pay bills			
Do volunteer work			
Ask for raise			
Paint the living room			
Take a vacation			
Learn to play golf			
Join a professional organization			
Read professional journals			
Hire new secretary			
Return boss's phone call			
Get a sun tan			
Write letters			
Meet deadline for project at work			
Iron shirts			
Wash woodwork			
Learn to use a computer			

Look at your list again. Is it necessary that you personally perform all the tasks you would like to see accomplished? What might your partner or children be able to do? Could you hire someone else to do some of these things?

In column 2 put a checkmark next to those tasks that could be delegated.

Finally, in column 3 put a C beside those items that are career-related, an R beside those that deal with relationships and an S next to self-related tasks. Look back at column 2 and the items you assigned as number 1 priorities. Do you find at least one R, one C, and one S here?

SM-9

SUSAN'S STORY

While no one can be a "Superwoman," or even should try to be, there are a few "Wonderwomen" and "Wondermen" who seem to excel in both their professional and personal lives. These people are not trying to live a myth, but have made conscious choices to pursue the kind of life they're are living. They are blessed with certain traits and abilities, but they still don't "have it all." Like the rest of us, they have had to make certain tradeoffs. For example, most people in this category have little time to themselves. It would be a mistake for someone who needs a great deal of private time to even attempt this lifestyle. But it can be exciting.

> *Susan is ia national organizer for environmental issues. She and her husband Bob, an attorney, have two children. They provide room and board for a student who, in return, helps with housework and childcare. Susan makes frequent business trips and loves them. Jet lag is unknown to her, maybe because she's always able to function with just 5 or 6 hours of sleep a night anyway. When she is home, she and Bob spend early evenings with the children and attend a social, political or professional function nearly every week. Susan enjoys her colleagues as much as her friends, and she feels so strongly about her work that she finds these dinners and events totally enjoyable. Her weekdays are tightly scheduled, but she prefers them that way. Susan gets bored easily if she isn't actively involved with someone or some task. Yet she plans for rest and family time as diligently as she plans her career activities. She and Bob take the kids on a long camping trip every summer and spend most weekends at their family cabin in the country.*

There aren't many people who can keep up a life like Susan's for long. Could you? Unless you can honestly answer yes to **all** of the following questions, you should probably not attempt it.

	Yes	**No**
Do you have exceptionally good health and stamina?	___	___
Can you happily get by with less personal time than most people require	___	___
Do you like your work so much that you have a hard time distinguishing between work and pleasure?	___	___
Are you willing to prepare yourself with the necessary education?	___	___
Can you manage your time? Are you good at setting priorities and delegating?	___	___
Do you consistently schedule time for rest and vacations?	___	___
Do you have a good support system? (family, friends, household help?)	___	___

BIOLOGICAL CYCLES

1. The cycle of pain tolerance (which may explain differences in pain at different times), as well as different pain thresholds among people.

2. Temperature fluctuations. Some studies show that a person can learn to control temperatures of the body. This is now used effectively in treating migraine headaches.

3. Bodily functions. Menstrual cycles in women are usually from 28 to 32 days. Fluctuations occur on a regular monthly basis in the levels of 17 ketosteroids in men. Beards tend to grow more quickly in autumn and early winter.

4. Medicinal cycle. There are certain times when medicines react with the body more dangerously. People with allergies tend to show more resistance when tested in the morning. Alcohol tends to be more toxic to the system in the morning.

5. Hunger cycle. This usually occurs every three to four hours.

6. Birth cycle. More births occur between midnight and 6:00 a.m. In the Western Hemisphere, more children are born in March than any other month.

7. Two sides of the brain. At the Langely Porter Neuropsychiatric Institute in San Francisco, they have shown that humans have two separate hemispheres of the brain. The left hemisphere controls sequential activities like language, rational cognition, and sense of time. The right hemisphere controls creativity, such as music and art.

Working Parents

One of America's leading pediatricians tells how to cope with the stresses of jobs and family life

BY DR. T. BERRY BRAZELTON

The question I'm asked most frequently these days is, "Has child rearing changed since you started working with families in the 1950s?" I become almost speechless. The changes have been so great, and the new stresses on families so real and so apparent. What hasn't changed is the passion that parents have for doing a good job in raising their children. We in the '50s were passionate. But we were somber, undecided, retiring. We turned for advice to Dr. Spock. We brooded about whether we were doing the right things for our children.

The degree of stress that new parents feel about child rearing hasn't changed, but the focus for their anxiety has. We are in a period of real pressure on families. Parents have as much concern today about keeping the family together as in doing well by their children. At a time when nearly 50 percent of all marriages end up in divorce, maintaining family life is a high-risk venture. Single parents struggle against the dual demands of providing financial and emotional support for their children. Two-career couples face the conflicts of trying to balance work and family life—and trying to do both well.

These "new" families are searching for guidelines for rearing their children. As I talk with working parents around the country, they ask similar questions about how to cope with work and home—how to care for their children in a changing world, how to deal with the limited time they have for family life, how to live with the anxieties they have about child care, how to handle the inevitable competition they feel with their mates and caregivers. Yet for all their doubts and fears, there is a new force in the air that I feel in my contact with young families. The parents of this generation are beginning to feel empowered. They are asking hard questions, demanding answers, and they are ready to fight for what they need for their children and for themselves. "Parent power" is the new catch phrase.

Young parents are ready to fight for what they need for their

Roles and Rivalries

In our culture, we live with a deep-seated view that a woman's role is in the home. She should be there for her children, so the theory goes, and both she and they will suffer if she's not. I felt that way for a long time myself, and it took constant badgering from my three militant daughters, who all work, as well as from a whole succession of working parents in my practice, to disabuse me of my set of mind. This bias prevents us from giving working women the support they need. It keeps us from realizing that 52 percent of women whose children are under 3 are in the work force, and it prevents us from providing them with choices for adequate child care. Many working women have no alternative but to leave their infants and small children in conditions none of us would trust. These

JOHN NORDELL—JB PICTURES

On Balancing Work and Family

Even if time is short on workdays, parents can make time on the weekend for family celebration

For men, new involvement

[illegible] FOR NEWSWEEK

d for their children and themselves: *The doctor with some of his patients in Cambridge*

women are as certain as you and I that their babies are at risk. But they have no choice.

Because of their double roles, women face a costly, necessary split within themselves. Can they invest themselves in a successful career and still be able to nurture a family? Can they cope with the guilt and the grief that they feel when they leave their children every day? Will women feel threatened as men get closer to the children? Their worries are understandable. A parent who must leave her small baby before she has completed her own work of attaching to him can't help but grieve. It's hard to free up energy for the workplace if a mother spends her time wondering whether her child is being adequately cared for. Women who choose to stay home with their children are equally conflicted. They wonder whether they should continue their careers out of self-protection—and whether the family can manage on one salary instead of two.

Upsetting as they may be, such concerns can be put to positive use. Women should allow themselves to feel anxious and guilty about leaving their children—those feelings will press them to find the best substitute care. Women can also find strength in their double roles. Lois Hoffman, a professor at the University of Michigan, has demonstrated in a study that working mothers who feel confident and fulfilled in their jobs bring that sense of competence home to their children.

For men, greater involvement in the work of family life has forced them to confront the same conflicts women do—trying to balance working and caring. And as fathers accept nurturing roles within the family, competition with women is bound to emerge. There is an inevitable rivalry for the baby that will spring up between caring parents. Women may unconsciously act like "gatekeepers," excluding men from their babies' care. A new mother will say to her inexperienced, vulnerable husband, "Darling, that's not the way you diaper a baby!" or "You hold a baby *this* way." Working families need to be aware of this competition, which can disrupt family ties unless it is recognized. If parents can discuss it, the rivalry can motivate each person to become a better parent.

How can working men and women make the time they have with their children "quality time"? It's difficult when parents see their children for only an hour or two in the morning and a few hours in the evening. The whole concept of quality time can feel like a pressure. But if parents can concentrate on getting close to their children as soon as they walk in the door, then everything that follows becomes family time—working, playing, talking. Parents can involve children in their chores, teaching them to share the housework. Children who participate in the family's solutions will be competent to handle the stresses of their own generation. Even if time is short during workdays, parents can set aside time on the weekend for family celebration. Each parent should have a special time alone with each child at least once a week. An hour will do. But talk about it all week to remind the child—and yourself—that you will have a chance to cement your special relationship.

Conflicts

All parents worry about the same kinds of problems—sleep, feeding, toilet training, sibling rivalry. But there are some issues that seem especially troublesome for working parents, in part because the limited time they have with their children makes each problem seem twice as difficult. Some of the more perplexing issues—and suggestions for coping with them:

Going back to work: I am often asked when women should go back to work. I don't like to advocate one period of time over another, because for economic reasons some women don't have a choice about how long they can stay home. I am fighting for a four-month period of unpaid parental leave for both fathers and mothers, however, because I believe we must provide parents with the time to learn how to attach both to the baby and to each other. By 4 months, when colic has ended, and when the baby and parent know how to produce smiles and to vocalize for each other, the baby feels secure enough to begin turning away to look at other adults and to play with his own feet and his own toys. For the parent, it is marked by the sure knowledge that "he knows *me*. He will smile or vocalize at *me*."

[illegible]: Regardless of how much time new parents can take off from work, it's important to recognize that the process of learning to attach to a new infant is not a simple one. Everyone who holds a new baby falls in love. But while falling in love is easy, staying in love takes commitment. A newborn demands an inordinate amount of time and energy. He needs to be fed, changed, cud-

A change of command

JACQUES CHENET—NEWSWEEK

On Competing With Caregivers

A child can adjust to two or more styles of child rearing if each of the adults cares about him as an individual

dled, carried and played with over endless 24-hour periods. He is likely to cry inconsolably every evening for the first 12 weeks. Much of the time his depressed, frightened parents are at a loss about what to do for him. A new mother will be dogged by postpartum blues; a new father is likely to feel helpless and want to run away. Their failures in this period are a major part of the process of learning to care. When new parents do not have the time and freedom to face this process and live through it successfully, they may indeed escape emotionally. In running away, they may miss the opportunity to develop a secure attachment to their baby—and never get to know themselves as real parents.

Separation: Leave-taking in the morning can be a problem. Children will dawdle. They won't get dressed and they won't eat. Parents feel under pressure to get going; children resist this pressure. Everything goes to pot. The parent is faced with leaving a screaming child, and ends up feeling miserable all day.

℞: Get up earlier. Sit down to talk or get close with the children before urging them to get dressed. Help them choose their clothes. Talk out the separation ahead. Remind them of the reunion at the end of the day. When you're ready to go, gather them up. Don't expect cooperation—the child is bound to be angry that you're leaving. And don't sneak out: always tell a child when you're going. Say goodbye and don't prolong your departure.

Discipline: The second most important parental job is discipline. Love comes first, but firm limits come second. A working parent feels too guilty and too tired to want to be tough at the end of the day. Of course parents would rather dodge the issue of being tough. But a child's agenda is likely to be different. When a child is falling apart, as children tend to do at the end of the day, he needs you most. He gets more frantic, searching for limits. Children need the security of boundaries, of knowing where they must stop.

℞: Discipline should be seen as teaching rather than punishment. Taking time out, physically restraining and holding the child or isolating him for a brief period breaks the cycle. Immediately afterward parents can sit down and discuss the limits with firm assurance. No discipline works magically. Every episode is an opportunity to teach—but to teach *over time*. Working families need more organization than other families to make things work, and discipline gives a child a sense of being part of that organization.

Sleep Issues: Separation during the day is so painful for working parents that separating at night becomes an even bigger issue, and putting their children to bed is

Bringing up Baby: A Doctor's Prescription for Busy Parents

Juggling work and family life can often seem overwhelming. Dr. Brazelton offers some practical advice for easing the strain on harried parents:

1 Learn to compartmentalize—when you work, be there, and when you are at home, be at home.

2 Prepare yourself for separating each day. Then prepare the child. Accompany him to his caregiver.

3 Allow yourself to grieve about leaving your baby—it will help you find the best substitute care, and you'll leave the child with a passionate parting.

4 Let yourself feel guilty. Guilt is a powerful force for finding solutions.

5 Find others to share your stress—peer or family resource groups.

6 Include your spouse in the work of the family.

7 Face the reality of working and caring. No supermom or superbaby fantasies.

8 Learn to save up energy in the workplace to be ready for homecoming.

fraught with difficulty. The normal teasing any child does about staying up is so stressful that working parents find it tough to be firm. Then a child's light-sleep episodes, which occur every three or five hours, become added conflicts. If the child cries out, parents often think they must go in to help her get back into a deep sleep. But learning to sleep through the night is important for the child's own sense of independence.

℞: Teaching the child to get to sleep is the first goal. A child is likely to need a "lovey" or a comfort object, an independent resource to help her break the day-to-night transition. Learning to get herself to sleep means having a bedtime ritual that is soothing and comforting. But a child shouldn't fall asleep in her parent's arms; if she does, then the parents have made themselves part of the child's sleep ritual. Instead, after she's quiet, put her in bed with her lovey and pat her down to sleep. When she rouses every four hours, give her no more than five minutes to scrabble around in bed. Then go in and show her how to find her own comfort pattern for herself.

Feeding: Parents often believe that feeding is the major responsibility they have in taking care of their children. "If a child doesn't eat properly, it's the parent's fault," goes the myth. "A good parent gets a well-rounded diet into a child." Yet this myth ignores the child's need for autonomy in feeding. Each burst of independence hits feeding headlong, and food becomes a major issue. But because they are away most of the day, parents feel a need to become close to their children at mealtimes.

℞: Try to ease up on the struggle. Leave as much as possible to the child. Steps to create autonomy in feeding: start finger-feeding at 8 months. Let her make all of her own choices about what she'll eat by 1 year. Expect her to tease with food in the 2nd year. Set yourself easily attainable goals. If a child won't eat vegetables, give her a multivitamin every day. A simple amount of milk and protein covers her other needs for the short run. Most important, don't make food an issue. When parents come home from work in the evening, family time should emphasize sharing the experiences of the day, not eating. Your relationship is more important than the quantities of food consumed.

On Quality Day Care

It's hard to find energy for work when parents wonder if their children are adequately cared for

Corporate child-care center

Competition with the caregiver: Every important area in child rearing—eating, discipline, toilet training—is likely to be a source of conflict between parents and caregivers. Both must recognize that the child's issues are ones of independence; the caregiver's, ones of control.

℞: Conflict is inevitable. A child can adjust to two or even three different styles of child rearing if each of the adults really cares about him as an individual—and if parents and caregivers are in basic agreement on important issues. Differences in technique don't confuse a child—differences in basic values do.

Supermom and superbaby. People in conflict or under pressure dream about perfectionism. But trying to be perfect creates its own stresses. Any working mother is bound to blame any inadequacy in her own or her child's life on the fact that she's working. Being a perfect parent is not only an impossibility—it would be a disaster. Learning to be a parent is learning from mistakes.

℞: Understand that there is no perfect way to be a parent. The myth of the supermom serves no real purpose except to increase the parent's guilt. And for children in working families, the pressures are already great. To expect them to be superbabies adds more pressure than they can face. Respect the child by understanding the demands she already faces in the normal stages of growing up. Teaching a child too early deprives her of her

9 Investigate all the options available at your workplace—on-site or nearby day care, shared-job options, flexible-time arrangements, sick leave if your child is ill.

10 Plan for children to fall apart when you arrive home after work. They've saved up their strongest feelings all day.

11 Gather the entire family when you walk in. Sit in a big rocking chair until everyone is close again. When the children squirm to get down, you can turn to chores and housework.

12 Take children along as you do chores. Teach them to help with the housework, and give them approval when they do.

13 Each parent should have a special time alone with each child every week. Even an hour will do.

14 Don't let yourself be overwhelmed by stress. Instead, enjoy the pleasures of solving problems together. You can establish a pattern of working as a team.

ILLUSTRATIONS BY PAUL MEISEL

On the Myth of Super Mom

People under pressure dream about perfectionism. But trying to be perfect creates its own stresses.

Double roles for women

STEVEN McCURRY—MAGNUM

childhood. Play is the way a child learns and the way she sorts out what works for her. When she finds it on her own she gains a sense of competence.

Support Systems

We need a cushion for parents who are learning about their new job, to replace the role of the extended family when it is not available. When young parents are under stress—the normal stresses of childbearing and child rearing—they often don't know whom to turn to for help. If possible, I would prefer that grandparents be nearby and available. They can offer their own children a sense of security and support, which comes in handy at each new stress point. But parents often hesitate to turn to grandparents for advice. "They would tell me what to do, and I'd never do it that way" is a refrain I hear. My response is: "But if you know you'd 'never do it their way,' then you'd have a simpler decision to make."

Working men and women can also turn to other parents for support. Childbirth-education classes have been enormously valuable in helping parents face pregnancy and delivery successfully. Peer groups that provide support systems for parents are building on this model. Since its start 10 years ago, for example, The Family Resource Coalition in Chicago has been a drop-in center for single parents trying to raise their children alone in poorer sections of Chicago. There are similar centers across the United States for parents of all circumstances. Memberships in these groups can be counted in the hundreds of thousands. Special peer-support groups have been formed for parents of premature and high-risk babies; others have formed for the parents of almost every kind of impaired child.

What Can Be Done

Why haven't we done more as a nation to help working parents face the stresses of family life? We seem to be dominated by a bias left over from our pioneering ancestors: "Families should be self-sufficient. If they're not, they should suffer for it." Ironically, government help seems to increase families' dependency and insufficiency. As they are now configured, our government programs are available only to those who are willing to label themselves as failures—poor, hungry, uneducated, unmarried, single parents. This labeling produced the effect of giving up one's self-image. Labeled families become a self-fulfilling prophecy. We are reinforcing people not for success, but for failure.

Several of us have just formed a new grass-roots organization in Washington called Parent Action. This is a lobbying organization to demonstrate the energy that parents have. The organization of the American Association of Retired Persons has been successful in lobbying for the elderly. We want to push the concerns of families to the forefront of our nation's conscience.

So far, we in the United States have not even begun to address the burgeoning need for quality care for the children of working parents. We are the only industrialized country (aside from South Africa) that has not faced up to what is happening to young families as they try to cope with working and raising children. Indeed, our disappointing record in supporting families and children suggests that we are one of the least child-oriented societies in the world. The recent failure of the Alliance for Better Child Care, a bill sponsored by the Children's Defense Fund, a Washington-based advocacy group, represents just such an example. It would have provided national funds to increase the salaries of child-care workers so that trained personnel would have an incentive to care for infants and small children.

In order to pay for the kind of care that every child deserves, the cost could be amortized four ways: by federal and state governments, by individual businesses and by the individual family. Business can play a key role. Offering employees parental leave, flexible work schedules and on-site or nearby day care would assure companies of a kind of allegiance that can be seen in European and Asian countries. Businesses that pay attention to the family concerns of their employees are already reaping rewards. Studies demonstrate that employees of such firms display less burnout, less absenteeism, more loyalty to the company and significantly more interest in their jobs.

As a nation, we have two choices. One is to continue to let our biases dominate our behavior as a society. The other is to see that we are a nation in crisis. We are spending billions of dollars to protect our families from outside enemies, imagined and real. But we do not have even 50 percent of the quality child care we need, and what we do have is neither affordable nor available to most families. These conditions exist in the face of all we know about the effects of emotional deprivation in early childhood. The rise in teenage suicide, pregnancies and crime should warn us that we are paying a dreadful price for not facing the needs of families early on. We are endangering both the present and the next generation.

Improving conditions for working parents has a visible payoff. When parents have options and can make their own choices, they feel respected and secure. I can tell when working parents are successfully sharing the day-to-day work of the family. Men walk differently as they enter my office. A father who is participating actively in his child's care walks straighter, has a more jaunty air, and he can't wait to tell me about each of his baby's successes. A working mother who has found a balance between her work and her family speaks more decisively. She handles her baby with assurance, and she is eager to include her solutions in our discussion of her child's progress. These parents are empowered. Helping others to feel the way they do is an investment in the future.

Somersaults and Sympathy

A man who really likes children

JANK K. KUHN

Psychological insight and a soothing tone: *Brazelton with wife*

Berry Brazelton is the author of best-selling books on child rearing, the star of a cable-TV parenting show, a respected researcher and a forceful advocate for children's issues. But most of all, he's a man who really likes kids.

That's why the scene at the Atlanta airport last winter didn't seem odd—at least not to anyone who has spent time with the 70-year-old pediatrician. Brazelton, Rep. Patricia Schroeder of Colorado and television producer Gary David Goldberg ("Family Ties") were in the midst of a cross-country lobbying effort to stir up interest in parental leave and child care. Goldberg had taken along his 4-year-old daughter, Cailin. As the group waited for a plane, Cailin decided to do a somersault in the hallway. Brazelton watched her and then, without missing a beat, turned a somersault himself. Says Brazelton: "I thought it looked like fun so I did it."

Brazelton's enthusiasm for the world of children is at the heart of his work as a pediatrician and researcher. Unlike many pediatricians of his generation, he had extensive training in child psychiatry after medical school. In his books and his practice, Brazelton has always stressed looking for the motivation behind a child's actions. "A child's behavior is his way of communicating," he says. In his most recent book, "What Every Baby Knows," Brazelton describes a 4-year-old boy who builds a big castle and puts a baby doll in the middle. The boy says the walls are high because "witches are trying to get in." After talking to the child, Brazelton tells his mother that the boy is worried about growing up. He urges her to let her son be more independent.

That combination of psychological insight and reassuring advice has made Brazelton almost as well known as his longtime hero, Dr. Benjamin Spock. Brazelton's first book for the general public, "Infants and Mothers," has sold more than a million copies since its publication 20 years ago and has been translated into a dozen languages. The book traced the development of three normal babies with very different behavior patterns: one active, one average and one quiet. It helped to popularize the notion that babies are born with personality differences and that there is no single "right" path of development. Merloyd Lawrence, who edited that book and a half dozen others since then, says that even in the beginning Brazelton had a clear and distinctive voice. "He doesn't talk jargon and he doesn't write jargon," she says.

His tone is always soothing when he deals with parents and children, but Brazelton says he believes in discipline. He considers himself stricter than Spock although he thinks Spock's reputation for permissiveness is undeserved. A self-described workaholic, Brazelton is a man of firm conviction who has little tolerance for people who don't work as hard as he does. He once walked out of a TV studio after an interviewer admitted that she hadn't read his books and couldn't come up with any questions. As he departed, she threw a shoe at him. He yelled back: "Lady, next time, do your homework!"

A Texas native, Brazelton migrated to Cambridge, Mass., via Princeton. He had a successful practice and was working at Harvard Medical School when he wrote "Infants and Mothers." He and his wife, Christina, had three daughters and a son. He had already started developing the clinical test for which he is best known, the Brazelton Neonatal Behavioral Assessment Scale, which measures the physical and neurological responses of newborns. But like Spock, he wanted to go beyond academia and write a book that would reach ordinary parents.

In the two decades since then, Brazelton has become a virtual one-man industry, churning out books, videotapes and the television series while teaching and still seeing patients. Over the years Brazelton has had to defend himself against critics within the academic community who felt that his high profile got in the way of his research. He contends that he was always productive, publishing dozens of scholarly papers. In the lab, Brazelton was energetic and encouraging to others, says psychologist Heidelise Als, who worked with him at Children's Hospital in Boston for nearly a decade. "He has fostered [the careers of] so many people," she says. But it was his work for the general public that brought him fame—a situation he admits can be daunting. "You have more power than you know what to do with," he says. In recent years he has used his visibility to urge support for more government programs to help families, such as parental leave. But he acknowledges that getting these measures passed is becoming far more difficult, especially in budget-conscious times.

Though he has become an increasingly public man, Brazelton says his work with patients has been the most important part of his career. He estimates that over the years he has cared for 25,000 kids. Many parents of the children he sees now were his patients when they were kids. Pamela Turner, 32, remembers her childhood visits to his office. She brings her 20-month-old son, Ross, to Brazelton. Says Turner: "He makes you feel that what you're going through and what the baby is going through are perfectly normal."

When his own children were growing up, Brazelton was often busy at work; his wife did most of the child rearing. But now that they're grown, he's found new ways to be close. In 1985 his youngest daughter, Christina, gave birth to his first grandchild—12 weeks early. The baby was in the hospital for months. "It was really a terrifying time for us," Christina recalls. Her father, she says, "reached to us in our isolation. He was incredibly supportive." To Brazelton, all babies are special—but some are just a little more special than others.

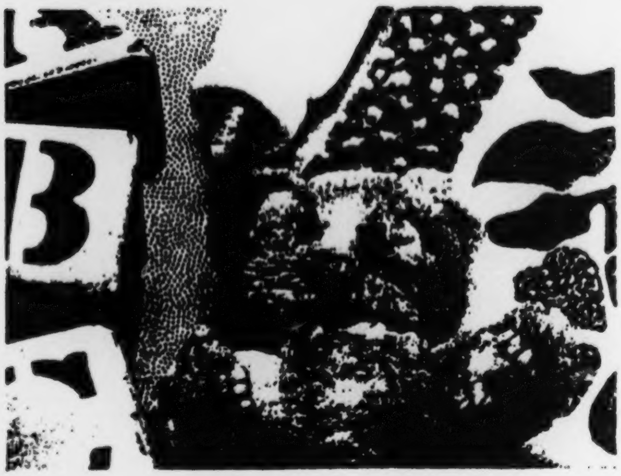
BARBARA KANTROWITZ *with*
PAT WINGERT *in Washington*

Family Matters

Parental Leaves:

A FAMILY AFFAIR

by Kerry Arquette



What do the Seavers, the Huxtables, and the Keatons have in common? Besides being TV families, they are typical of a growing number of American families in one very important way: both parents are wage-earners.

With more women pursuing careers, the rising cost of living, and correspondingly high interest rates, more and more families are becoming two-career households. Translation? More women have entered the work force in the last 10 years than ever before. In fact, according to the Bureau of Labor Statistics, almost two-thirds of all married women with children have salaried positions, and more than 49 percent of those women have children a year old or younger.

Because of the growing number of salaried mothers, parental leaves have received a great deal of attention lately. A parental leave is the amount of time away from a job that a parent is allowed to take after the birth or adoption of a child. Time taken off to care for a seriously ill child also falls into the category of parental leave. The time taken off of work is usually unpaid, but the employee's job is held secure until he or she returns to work.

To leave or not to leave?

Why are parental leaves so important for families? Many people who are concerned with child development agree that time for parent-child "bonding" is crucial for the mental and emotional well-being of the child as well as the parents. According to Grace J. Craig of the University of Massachusetts, "bonding" refers to the attachment a child develops to his or her caregivers, which is characterized by strong interdependence, intense mutual feelings, and vital emotional ties. Although "there is still no agreement on how much time new parents want or need," *Newsweek* reports, "many child development experts say that four months is the minimum required for mothers to 'bond' with babies."

During this time, the baby "learns that certain figures in his life are very special and will make him feel secure," notes Jane Price, author of *How to Have a Child and Keep Your Job*. Similarly, parents become "deeply loving and protective of their child, so that they can more easily tolerate the frustrations of childrearing."

Maternity and paternity leaves help to create a positive atmosphere in which the parent-child relationship can develop, without the pressures and time restrictions a work schedule imposes.

A time to adjust

Maternity leaves are especially important because of the physical effects of childbearing. Many obstetricians (physicians who deal with the events surrounding a birth) say that a woman needs at least two months to recover physically from giving birth. Doctors also advise new mothers to get extra sleep to compensate for the time they spend feeding the newborn during the night.

But mothers aren't the only ones whose lives are affected by the birth of a baby. While paternity leaves are not as common as maternity leaves, many fathers elect to take time off from work to become more actively involved in parenting. The first few months of a baby's life can leave a father exhausted too.

Last year, Marc Greenhouse joined the growing ranks of fathers who take paternity leaves. When his first child was born, Greenhouse took a month's leave from his job to help his wife care for the baby. Grateful for the time he was able to spend with his daughter, Greenhouse says the paternity leave was "a blessing."

Mike Liquori also took a paternity

→

Photo Courtesy ABC Visual Communication

leave when his child was born. Liquori, a customer-service representative for a telephone company, was off his job for four months after his son was born. He was able to take a paternity leave after his wife's maternity leave ended. This way, his son was able to spend more time with his parents while he was an infant. Liquori told *Time* magazine recently, "It created a bond between [my son] and me that maybe wouldn't be the same if I hadn't been there."

And Stephan F. Webber, another father who took a parental leave, asserts that paternity leaves are just as important as maternity leaves. "I have truly experienced the bonds and joys of fatherhood," he says, "and known firsthand the exhausting demands that fall on the new mother. Clearly, parental leave is an important objective for both parents."

Whether it is the first child or the third, psychologists agree that *every* family needs time to adjust to the arrival of a baby. Price notes: "[Parental] leaves aren't holidays; they have a serious purpose. They're supposed to help you get over the initial crisis of parenthood and to establish household patterns that can accommodate a young child." If both parents take parental leaves, they can work together to establish an approach to parenting and task-sharing.

How much is enough?

Because every parent has different emotional and biological needs, and financial concerns vary among families, there is no universal answer to the question, "When is the best time to return to work?" A parent's "best time" will depend on his or her job, the availability of suitable child care, as well as the feelings of the parent and child involved.

Dr. Elizabeth Whelen, author of *A Baby?...Maybe: A Guide to Making the Most Fateful Decision of Your Life*, acknowledges that the decision about when to return to work should not be made arbitrarily. She says: "[Women may] say something like 'I'll take off six months from work' because that's what all their friends or colleagues have done. But maybe that's too long. If they're busy, active professionals they may be itching to get back sooner....In this area I think it's important to be open-minded."

The legal connection

Although the benefits of parental leaves are easily perceived and appreciated by parents, not all can afford to lose workers for months at a time. And because the boom of women in the work force is relatively recent, there has never been a governmental policy regulating parental leaves.

A controversial bill was introduced in 1986 by U.S. Representative Patricia Schroeder and U.S. Representative William Clay that would have made the United States one of many countries to have legislation regulating parental leaves. The Family and Medical Leave Act said that employers must provide a minimum of four months' unpaid, job-protected leave for parents to care for newborn, newly adopted, or seriously ill children. Businesses with fewer than five employees would not have been included. United States Senator Christopher J. Dodd of Connecticut introduced a similar bill during the 99th Congress, but both bills were defeated.

The proposals received a lot of support from women's groups, labor unions, religious organizations, and medical groups. They were strongly opposed by businesses, both big and small.

These companies claimed mandatory parental leaves would hurt them in several ways. First, since smaller companies hire fewer employees, each worker has a lot to do. When one or two employees are gone, their absence is strongly felt. Also, smaller firms may not have the staff or money it takes to train new or temporary workers to fill in for those parents on leave.

Some other opponents of the parental leave bill were afraid it might cause companies to discriminate against women. They pointed out how much more dependable companies might find it to hire a man whom they know won't ask for birthing time off. As *Newsweek* reports: "Studies show that even given the chance, fathers are likely to take only a few days off after the birth of a child. Even if they can afford the loss of income, the time off, they often feel, would hurt their competitive position in the business world."

In the fall of 1988, Reps. Schroeder and Clay and Sen. Dodd reintroduced the Family and Medical Leave Acts to the 100th Congress. The bill required employers of more than 50 people to allow men or women up to 10 weeks of unpaid leave to care for a newborn, a seriously ill child, or an ailing parent. When voted on in mid-October 1988, the bill did not pass.

Juggling work and family

The publicity surrounding the Family and Medical Leave Acts underscored a very important aspect of American life: the effects of family life can no longer be easily separated from the workplace. As evidenced by corporate child-care facilities, flextime, and job-sharing, many companies are trying to accommodate the family needs of employees to help them balance the demands of work and home.

Says Bank of America's Robert Beck, executive vice president for corporate human resources: "Corporations are going to have to do more to get good skilled people and to keep them. To do that, we have to start looking at the whole person, and work on strengthening our understanding of the employee–family relationship." □

For More Information

Book

Check your local library for *How to Have a Child and Keep Your Job*, by Jane Price; St. Martin's Press, 1979.

MOTHER LOAD

WOMEN STILL HAVE TO CHOOSE BETWEEN KIDS AND A CAREER

BY CHRISTY SCATTARELLA

Take time off work to go back to school, and you're ambitious. Take time off for public service, and you're benevolent. But take time out to care for a child, and you're branded: You're just not serious about your career.

Sure, women have come a long way in the past 30 years—better jobs, higher pay and more opportunities for promotion. But the fact remains that women are still penalized professionally for their power to procreate. A working woman-turned-parent is forced into a wrenching decision between her career and caring for the kids. Thus far, the so-called answer to the working woman's dilemma has been daycare. But all that daycare does is allow a woman to return to work at the same pace and hours as *before* she had kids. What's still missing for a woman is the option of returning to work in a capacity that won't make her feel like a neglectful mom at home.

Sounds reasonable. Yet when the concept of creating more work options for women was discussed in a recent issue of the *Harvard Business Review,* it was greeted with about as much enthusiasm as a dirty diaper. The article's author, Felice Schwartz, argued that the lack of options is costing business some of its most valuable assets—namely, women. She came down on corporate America for begrudging new moms the opportunity to work in any but a full-time capacity. This inflexibility, says Schwartz, is unwise for a variety of reasons, one being sheer numbers. In Oregon, for example, by the year 2000 two-thirds of all new entrants into the work force will be female, according to the state Employment Division.

Since many of these women have babies, Schwartz points out that it stands to reason businesses should find a way to keep new moms in corporations. Her proposal, which has been labeled the "mommy track" by some, is simple: part-time employment, which Schwartz calls "the single greatest inducement to getting women back on the job expeditiously and the provision women themselves most desire." She highly recommends "job sharing," an arrangement in which two people take responsibility for one position.

Men are parents, too, of course. But real-

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MOTHER LOAD

Continued from 1

istically, whether because of economics, socialization, or something more biologically profound, it is women who most often want to take time off for family. And unless companies can offer professional women something other than the 60-hour "your life belongs to the company" career track, they will continue to lose this most valuable of resources. In Portland, as in the rest of the country, employers have yet to wise up.

Creating flexible schedules to accommodate working parents has simply not been a priority with Portland-area employers. In an informal survey, *W.W.* found that of the 25 largest employers—a sample that represents two out of every 15 local workers—only three have written policies allowing employees to reduce or otherwise vary their hours for family reasons. Moreover, even the written policies are somewhat uneven. "The needs of the business come first," says Jim Haynes, a spokesman for U.S. West Communications—which actually appears, in theory, to have the most flexible policy. Still, the policy states that there's no guarantee that employees can cut back their hours, only that the possibility exists. The phone company doesn't keep track of how many employees work part-time or share jobs.

Felice Schwartz: Her mommy track was as welcome as a dirty diaper.

Those companies with written policies giving options to parents prefer to make such arrangements for hourly employees, not salaried professionals, suggesting an underlying assumption that a "mommy track" for management types is not very welcome. At Intel, for example, employees can vary their shifts through "flex time"; that is, they can work hours other than the traditional 9 to 5. They can also share jobs if the arrangement is acceptable to their supervisor. Yet these options do not apply to managers. Portland General Electric is slightly better, with 10 people at the "professional" level—systems analysts, for example—sharing jobs or working 80 percent of a full-time schedule. No manager or executive does so, however.

Even with their flaws, a few companies have made at least some attempt—on paper—to address the needs of working parents. Others in the "top 25," however, including Freightliner, the James River Corp. (formerly Crown Zellerbach), Red Lion Inns and Fred Meyer, either look at requests for flexible hours on a case-by-case basis or allow no part-time work at all. None of these companies has any written policy allowing full-timers to tailor their schedule to fit family needs. The significance of a written policy is that it gives employees some leverage. Without one, they are forced to challenge the system individually.

Most parents don't want to do that. So they quit instead. Last year, Mary Lynn Payne of Lake Oswego left her job as a sales manager at Xerox. She'd worked for the company 12 years and quit to spend more time with her kids, Joey and Tess. Payne says she never asked to work part time; she knew it wasn't an option because she had previously researched the possibilities for her own female employees who had children, and she had come up empty-handed. "Had there been more flexibility [at Xerox], things could have worked out differently," she says. "It's their loss." Payne's not the least bit bitter about her decision or the company's policy. Still, she says, "Employers are letting a lot of talented people slip through their fingers when there are options that could benefit everyone."

But Xerox doesn't look at it that way. Only two of Xerox's 235 Portland employees currently work part time. Both are receptionists. "With salespeople, it's virtually impossible to have part time [employees]" because of the way the commission structure is set up, says the company's personnel director, Mike Susbauer—an attitude that suggests the commission structure is more important than retaining good employees.

The legal profession is another area in which women traditionally have had a tough time combining work and family. A lawyer's work week is often 50-70 hours. Earlier this month, a group called Oregon Women Lawyers asked the Oregon State Bar to study alternative work patterns for lawyers. "Children of lawyers are neglected. Children pay a price; lawyers pay a price; and society pays a price," says the group's chairwoman, Portland lawyer Katherine O'Neil. "There really [should be] another way to practice law other than the macho workaholic way."

Kathy Dodds found that practicing law

interfered too much with her family life. Two and a half years ago she quit her job as a lawyer with Sussman Shank Wapnick Caplan & Stiles to be with her two kids. At the time, she was working about 40 hours a week, which, for a lawyer, is considered three-quarters time. She didn't ask for a *real* part-time schedule because, she says: "I knew the next two years were partnership-push years. That's not a time you can demand a lot of concessions. You're expected to show loyalty and dedication to the law firm." So she quit. Now pregnant with her third child, Dodds keeps current with her profession by working with a volunteer lawyers' project and editing a legal publication for the Oregon State Bar Association.

Dodds seems happy with the direction her career has taken but says the prevailing attitudes toward parents in the workplace are outdated. "I'm enough of a feminist and activist to feel there is a need for change. The firms are too set in their ways."

On the other hand, she can appreciate the employers' perspective. "You can't quite count on someone in a crisis. If that person has to go home at 3 o'clock to make sure her child's gotten off the bus, I can understand where [a company's] resentment comes from," says Dodds. "Yet there has to be recognition that it's just as valid to take care of a child's crisis as it is a client's." Society, she says, isn't quite there yet.

Kathy Dodds gave up a law practice to spend time with daughter Julia, age 3. She feels that law firms are "too set in their ways."

SAMANTHA JOHNSTON

Pamela Stebbeds is another lawyer who has found it hard to balance the scales. Following the birth of her second son, Michael, eight months ago, Stebbeds hoped to return part-time to Ragen Tremaine Krieger Schmeer & Neill, a firm with 53 lawyers. But her employer wanted to cut her salary by more than she cut her billable hours. For Stebbeds—who also serves on the state Child Care Commission—the difference amounted to $4,000, or a year's worth of daycare for one child. "I didn't think that was right for my particular circumstances, and as a senior woman associate I didn't want to lend credibility to that kind of policy."

"Children of lawyers are neglected. Children pay a price; lawyers pay a price; and society pays a price. There really should be another way to practice law than the macho workaholic way."

For the past several months, Stebbeds has worked full time, which means 60-70 hours a week. And even though her husband helps with the kids, the long hours have taken a toll on her family life, especially on her 3-year-old. "David will grab me around the legs and sob, 'Don't go to work. Stay and play with me,' " she says. "That just wrenches your heart."

Recently, the law firm reconsidered her request and now is working out a more flexible schedule for Stebbeds. "I'm inclined to do that because Pam is a valuable employee we'd like to keep," says managing partner Jim Neill. In the past, the firm has looked at requests for part-time schedules on a case-by-case basis. "Some people are more important to keep than others," he says. "A first-year attorney may not be as valuable as a attorney." The law firm is studying there should be a more specific, comp policy. "The firm is really making nomenal effort to address the needs ing parents," says Stebbeds.

Says Neill, "Personally, I feel that nesses, like it or not, are going to have out some kind of part-time proposal for employees. But they can only afford to much. When you reduce [billable] hours reduce profits. You can't have too much time, or you'll go out of business."

The advertising profession also dem long hours and lots of sacrifice. And Gret Culp, for one, didn't mind the work. since she graduated from college in 19 Culp knew what she wanted to be: an acc executive at a prestigious advertising agen Last summer her employer, Pihas Schm Westerdahl, offered Culp, then part-way the corporate ladder, her dream job. But s turned it down. Culp, 30, had a daughter la March, and she knew she couldn't put in th grueling hours necessary for her job and sti devote enough time to baby Maria. "It was hard decision to make," says Culp. "I really liked my work, and I miss it a lot. I worked hard to get where I was, but I'd feel guilty if I worked full time. I'm just not sure I can have it all."

Culp would have loved to share her job, but she was realistic about the idea. "I knew from past experience at three different [advertising] agencies [that] part-time or job-share work was rare," says Culp. "I was discouraged and never really looked that much."

Pihas Schmidt Westerdahl has no job sharing or variable hours for employees and has little part-time work. "This is a service industry; we have to be here," says company Vice President Jack O'Neil. "The client has an expectation that the account contact person will be here. It would put us in an uncompetitive situation if that person weren't and put an unfair load on the rest of the agency."

Although Culp says she can understand the employer's point of view in wanting to have full-time staff, "I know if I had a job-share, I'd do more than my share. Employers need to be open-minded about this."

MOTHER LOAD

Most employers aren't crazy about the idea of having part-time workers, particularly managers. "It's just the nature of the beast," says Ken Martin, a spokesman for First Interstate Bank. "If you aim for a management position, you assume all the responsibilities that go with that position, and there are almost no exceptions."

"The difficulty is simply the amount of work involved," agrees Linda Workman, corporate personnel policy manager at Tektronix. "It would be easier to do a job-share for a secretary than for a manager with technical expertise."

But it shouldn't be impossible. Even Schwartz's so-called "mommy track" acknowledges that there are trade-offs when a professional becomes a parent.

For one, the parent is placed on a different career track than women who don't have children, and that slower track means she'll probably be given fewer raises and responsibilities than her workaholic counterparts. Many feminists say Schwartz's proposal gives companies license to discriminate against women—keeping them at menial work on the assumption that they'll be having kids soon anyway and won't want the pressure that goes with promotion.

Paul Koren, a researcher at Portland State University's Regional Research Institute, also frowns on the idea of separate career tracks. "Would you not promote an extremely talented working mother and instead hire a mediocre single person?" he asks. "If you're making distinctions solely on family responsibilities, you may be eliminating your best possible talent. That's a risky thing to do."

Even if Schwartz's proposal isn't perfect, it would meet the needs of many women. No reason to (pardon the cliché) toss the baby out with the bathwater. In fact, a few companies with modified "mommy tracks" seem to be able to accommodate family needs for employees at all levels and still run a successful business. One such is the giant Arthur Anderson accounting firm. For the past four months, the company has been publicizing a policy that allows managers to work part time for up to three years, without being demoted after having a child. "It's probably going to slow down their career path, but not substantially," says Judy Sherwood, a personnel representative with the firm's Portland office, where two new mothers are working part time. Under the plan, an employee takes a lighter work load but does not lose any responsibility.

At the Portland law firm of Stoel Rives Boley Jones & Grey, new mom and dad associates can work part time for up to two years. They also receive two months of paid maternity leave, which can be used concurrently with or in addition to the three months' unpaid leave the state allows. Partners—the law firm's owners—can also cut back their hours. Partner Nancy Cowgill, for example, takes Wednesdays off for her family. "It's worked out well," she says. "I'm more efficient when I'm here now than when I was before, but it's a very intense time."

Although a few local companies have made some progress, as a whole, industry lags behind government. State employees in Oregon can, theoretically, adjust their work schedules to accommodate their families without being penalized professionally. But even so, the flexible scheduling policies work better on paper than in practice. "There are flex-time policies on the books, but they are inconsistently practiced," says Sandy Coslow, who assists state agencies in handling their employees' child-care needs. The attitude still exists, she says, that "if we don't work full

SAMANTHA JOHNSTON

Gretchen Culp enjoys playing with 1-year-old Maria but misses her old advertising job: "I'm just not sure I can have it all."

time, we're not taken seriously." There are other flaws in the state's policies as well. For instance, part-time workers receive full benefits, but those who share jobs only receive half benefits.

Part-time work might be the solution to the dilemma of new parents, but there are several barriers preventing the solution from becoming a reality. In the first place, there's tokenism. A single pair of employees might be allowed to share a job just to make the company look good. "You can have wonderful policies, but they have to have managers who implement them, or they send a message that is discouraging," says Mary Louise McClintock, the state's child-care coordinator, who adds, "If you're part-time and you're labeled as not being professional, you might as well not have a part-time policy."

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Father Load Lighter

If there's a "mommy track," there ought to be a "daddy track." But there won't be, not until men and women start sharing family responsibilities more equally. A "daddy track" doesn't just mean time off from the office for men. It means men need to start thinking about bearing their share of family responsibilities. As it stands now, women are the ones most likely to leave the office at midday when Junior comes down with the flu. And women are the ones most likely to miss the morning meeting because they had to rush the kids off to the daycare center. This only adds fuel to the fire of discrimination at the office. Why promote a woman if her mind's not always on her job?

"Women are the ones who have to deal with the family responsibilities," says Paul Koren, a researcher at Portland State University. "Traditional sex roles are very prevalent in our society despite what we'd like to believe."

In a 1987 survey of parents at 33 Portland-area companies over a four-week period, Koren found that working mothers spent less time on the job than working dads.

Missed one or more days of work because of the kids:
Mommy 37 percent Daddy 24 percent

Arrived late to work because of the kids:
Mommy 24 percent Daddy 14 percent

Work interrupted because of the kids:
Mommy 64 percent Daddy 56 percent

—C.S.

MOTHER LOAD

Second, employers can't be unreasonable about what a part-time person can accomplish. Anne Gram gave up a lucrative job as a bank officer—she prefers not to disclose the company—to stay home with her baby, Christopher, even after her employer offered to have her back three days a week. It sounded good, but she would have been required to bring in $450,000 a month in real estate loans, which was close to her quota when she was working full time. "And sometimes I didn't even make my quota then," she says.

Third, in certain professions it just might not be possible to work part time. That might or might not have been the case with Gram. "I couldn't just tell people, 'I'm available Monday through Wednesday, 8 to 5. If you need me any other time, don't call,'" she says. "My biggest fear is that the job would have wound up being more than part-time." And she worried about short-changing her son. "I didn't want to try and do it all," she says. "I was afraid I'd fail at both."

A fourth problem is where to put the kids. Although the state estimates that approximately 80 percent of daycare centers offer part-time care, that figure might be somewhat skewed. *W.W.* informally surveyed 25 Portland-area centers and found that only three had part-time slots available. In general, daycare centers have either so few part-time slots or such long waiting lists that part-time care is not a realistic option. Furthermore, the vast majority of centers do not take infants, yet national figures show that 51 percent of working mothers return to the job before their children are 1 year old.

Finally, there's another drawback for the part-time worker: money. Many people simply can't afford to work less than full time. Even those who can afford it might not find the prospect financially rewarding. "By the time you pay for daycare, get parking and buy a few dresses to look nice at the office, it's going to be a wash," says Culp's husband, Kyler Culp.

> "It's very difficult, if not impossible, to separate work responsibilities from family responsibilities. That's what we really have to face."

The other problem with money is that some people just want too much of it. In other words, greed is a stumbling block to juggling kids and a career. Many parents who don't have to kill themselves working choose to anyway. They might even use their kids to justify their own greed. It's easy to put in 60-hour work weeks at a hated job and say with a martyred expression, "We're doing it for the kids' sake." Nonsense.

There have been some efforts to create more options for working parents. Last summer, for example, the AFL-CIO passed a resolution that family concerns such as flex time, job sharing and parental leave be included in union contract negotiations, but the labor organization has failed to track which groups have been successful.

In a related area, progress is being made by state Rep. Bev Stein, a Portland Democrat who is sponsoring a bill to allow employees to take sick leave to care for an ill family member. The way things stand now, parents can either risk their jobs when they take time off to nurse a child or simply lie and pretend to be ill themselves. "Our child-care system is much retarded," says Stein. "We don't have 'Ozzie and Harriet' families anymore."

At the same time, the state's much-heralded parental-leave law is under attack. Several powerful organizations are challenging sections of the law, which allows new parents up to 12 weeks' unpaid leave from their jobs. The organizations—including the Oregon Bankers Association, Associated Oregon Industries and the Oregon Retail Council—have petitioned the Oregon Court of Appeals, contending that an employee shouldn't be able to use accrued sick leave and vacation time to offset the cost of unpaid parental leave. Portland General Electric, although it is not a plaintiff in the case, already has a policy of not allowing sick leave to be used for parental leave.

If the business groups are successful in diluting the parental-leave law, not only would some employees be penalized for being healthy and hard-working, but working parents would suffer financially simply for having children ("we'll pay if you get the flu, but not if you start a family"). But most important of all, crippling the parental-leave law would send the message that employers consider working parents second-class citizens.

"It's very difficult, if not impossible, to separate work responsibilities from family responsibilities," says researcher Koren. "That's really what we have to face." Most employers have yet to face the facts. •

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Managing the Interaction of Work and Family.

RELATED CONCERN:

Childcare Issues.

DESIRED RESULTS FOR LEARNERS:

Students will understand the underlying issues which influence childcare decisions.

LEARNER OUTCOMES: Students will:

1. Become aware of the context involved in childcare decisions.
2. Examine the alternatives for childcare available to parents.
3. Consider the desired results of different choices of childcare for children and parents.
4. Analyze the consequences of action on children and parental roles when considering the various alternative forms of childcare.

SUPPORTING CONCEPTS:

A. Reasons families use childcare

B. Problems and conflicts arising in childcare situations

C. Alternative types of childcare

D. Common indicators of quality childcare

E. Factors to consider

  1. Needs, concerns and values of the family
  2. Effects on children
  3. Consequences of various choices

F. Public policies related to childcare issues

BACKGROUND INFORMATION:

One of the most important decisions a parent makes is one of alternate childcare—who will care for their child(ren) during times they (the parent) cannot.

In recent years public attention has focused on the phenomenon of working mothers with young children who need childcare. The demand for alternate childcare has increased dramatically in the past 20 years. Part of this is due to the fact that the number of women working outside the home has increased. "In 1986, 60% of mothers whose youngest child was 3 to 5 years old were employed—up from 45% a decade earlier. The most dramatic increase in the labor force has been in the percentage of mothers with children under 3—from 35% in 1976 to 51% in 1986. By 1990, 64% of all new entrants into the labor force will be women" (Galinsky, 1986).

There are several reasons why women work. In two-parent families the mother may work out of economic need or a desire to maintain or increase their standard of living. A single mother will usually find it necessary to work in order to be the sole support of herself and her children. "It is estimated that by 1990, there will be 3 million children under ten in single-parent homes—a 48% increase in this decade" (Galinsky, 1986). Another reason women work is to remain on the track of personal career development.

Families have a greater choice than ever before in locating a childcare program since there are many types available. The choices, broadly categorized, are either home-based or center-based programs. Home-based (family daycare) involves a family member as caregiver and occurs in a family setting, the caregiver's home or the child's home. If the setting is in the caregiver's home, often this involves a woman in her mid-30s with children of her own plus three or four more. There is the opportunity for social interaction between the children and many times structured activities are included during the day. If the setting is in the child's home, the caregiver tends to be an older woman who spends lots of time helping, talking and entertaining the child(ren). There are few structured activities and limited peer contact, but the atmosphere is generally loving and secure. Center-based care usually involves care by nonrelatives with large groups of children. It is often similar to a school setting with more structured experiences. The caregivers often have had training in some phase of early childhood education. The quality of the programs varies with each type so careful weighing of each alternative is necessary to find the best choice to fit the individual family situation.

Another childcare option (fairly new to the United States) is to hire a "nanny." A nanny is a live-in caregiver usually with benefits of room, board, car and health insurance as well as a salary. Since high quality care for infants is especially hard to find, the live-in caregiver is a viable choice for many parents. There appears to be two disadvantages with this choice of child care: (a) as with other in-home-care, there is limited social interaction with other peers and (b) because of the cost, this service is not available to low-income families.

One of the most important parts of choosing good alternate care is to carefully select the caregiver. Quality childcare requires caregivers who understand how children grow and learn and who teach and care for them accordingly. In a group facility, the atmosphere needs to be warm and loving with enough staff to give individual attention.

Consideration should also be given to space, safety, equipment, health standards, etc. In Oregon, daycare facilities, either family daycare or center-based care which serve six or more full-time children, must be certified. It is the responsibility of parents to check out facilities and determine if they are certified.

Many parents are concerned with the effect that away-from-home care might have on the child's emotional, social and mental development. One area of concern is with the possible effects of daycare on children's attachment with their caregivers. Studies have shown that children who enter daycare at 18 months to 2 years or later show no consistent loss of security or attachment to their parent(s). In some studies there is evidence that infants who enter full-time daycare in the first year of life have higher levels of insecure attachment to their parent(s) than those who are reared entirely at home. However, research seems to be inconsistent and further studies need to be made to substantiate present information.

In the area of social development, some studies indicate that daycare children may later be more aggressive, more argumentative, and less compliant with both children and teachers. Other researchers have found some children with daycare experience are later more apathetic or less attentive in school or with other children. At this point in time, it is not clear whether daycare has a positive or negative effect on children's social skills. In the category of intellectual development, research indicates that children from poverty environments show positive benefits from being in quality daycare. But children from middle-class families rarely show any positive intellectual effect from being in daycare. There is no evidence to indicate that daycare has a negative impact on intellectual development in young children (Bee, 1989).

Teen parents confront a special problem when faced with choosing childcare. Their choices are limited because of financial problems. Family members are often their only choice. Teen parents often "fall between the cracks" of social service agencies that provide childcare assistance. Returning to school to obtain a high school diploma disqualifies them for eligibility in these programs because they are not involved in work search. Several projects around the state of Oregon are being developed so that teen parents can be assured of adequate childcare while they are finishing school. Many of these are school-based and include lessons in parenting and child development for the teen parents. However, more programs need to be developed.

Childcare issues are affected by public policy. SM-1, "Public Issues and Public Policy: A Family Perspective," can be used as a resource on how the family is affected by public policy.

TEACHER PREPARATION:

1. Think back on the experiences you have had in your (or your family's) search for childcare. What were some of the problems you encountered? How did you feel about leaving your child(ren) with an alternate caregiver? What choices did you have? How did your values affect your final decision(s)? What effects did the caregivers have on your child(ren) and your parental role?
2. Think of the students in your class. What kinds of childcare situations have they experienced? Are there any teen parents in the class? Are there any students in the role of caregiver at the present time? Look through the activities. Which ones would be most appropriate, considering the resources that are available in your community?

DIRECTED ACTIVITIES:

Supporting Concept A: Reasons Families Use Childcare

1. **"Childcare Experiences":** Show the Alan Estrada cartoon (SM-2). Have students react by trying to remember how they felt when and if they were in childcare situations as small children. Ask your students:

   -Do you remember some negative experiences? (Caregiver/baby-sitter spanking, threatening or ridiculing you; sending you to bed without your dinner; ignoring you while talking on the phone or watching TV).
   -How did these experiences make you feel?
   -In contrast, can you describe positive experiences? (a special hug, a field trip, a good friend).
   -What were the circumstances that created the need for your parent(s) to use childcare? What do you think were your parent(s) underlying values in deciding on childcare?
   -How do you feel about mothers working outside the home?
   -Is there a difference in your attitude if the children are infants? Preschoolers? Schoolage children? Why?
   -Who do you think should be chosen as a caregiver? (Family members/relatives, trained child care personnel, etc.) *(Awareness of context, Alternative Approaches, Desired Results)*

2. **"Need for Childcare Services":** In small groups and using references (such as SM-3, Women, Work and Childcare") have students find information regarding the factors which relate to the increase in the need for childcare services, e.g., percentage of working mothers (either by choice or necessity), percentage of single parents, mobility of young families, single-child families, teen parent(s), limited play space in apartment complexes, etc.) Post five pieces of butcher paper around the room with the following at the top:

   -Name some of the reasons families require childcare services.
   -How has this situation evolved over the past several years?
   -What do you think are some of the consequences of alternate childcare?
   -What might be some negative aspects of alternate childcare?
   -What are some major social problems that emerge for the community, state, nation? (Parental leave, schoolage children in self care, employee benefits, need for federal programs.)

   Ask students to record their information on the sheets of butcher paper. *(Awareness of Context, Consequences of Action)*

Supporting Concept B: Problems and Conflicts Arising in Childcare Situations

3. **"Media and Working Parents":** Choose between one of the following activities:

   A. Assign students to view a television show or movie about working parent(s).

   -Identify the problems and/or conflicts which arise relating to childcare situations.
   -Are these "real life" situations depicted in the movie/show?
   -In what ways do these movies/TV shows address the problems of choosing childcare?
   -Do you think the problem/conflict was handled well?
   -How do you think the child(ren) felt?
   -How do you think the parents felt?
   -Can you suggest another solution to the problem/conflict?
   -What would be some consequences to these solutions?
   (Alternative Approaches, Consequences of Action)

   B. Have students read articles in magazines concerning childcare problems of employed parent(s).

   -What problems can you identify that these families encountered?
   -What similar situations has your family encountered?
   -How were they handled in your family?
   -How was the problem handled in the article(s)?
   -What underlying values contributed to how the problem was handled?
   -In what other ways could these problems be handled? *(Desired Results, Alternative*

Approaches)

4. **"Problems of Working Families":** In small groups, have the students suggest solutions and possible consequences to the following problem situations arising in a family with:

   A. A single working mother or father. What can be done when:

      1. A child becomes ill?
      2. An in-family caregiver has to be gone for the day?
      3. An out-of-town death in the child's family?

   B. Both parents are working. What can be done when:

      1. A child becomes ill?
      2. The childcare center is closed for an emergency?
      3. The neighbor who drives children to school will be one hour late?

   C. A teenage mother attending high school. What can be done when:

      1. The grandmother or baby-sitter is sick?
      2. The car (used for both taking the baby to grandmother's and to get to school) breaks down? *(Alternative Approaches, Consequences of Action)*

Supporting Concept C: Alternative Types of Childcare

5. **"Types of Childcare":** Have students check ads in the local newspaper and the yellow pages of the telephone book. As a class, compile a list of childcare facilities available in the community. Use teaching aid "Types of Alternate Childcare" (SM-4), to categorize the various types identified. Lead a class discussion on the basic characteristics of each type.

   -Which forms of childcare are available in your community?
   -Which types seem to be lacking in your community?
   -What type of childcare has your family used?
   -Under what circumstances do you think each type of childcare might be appropriate? *(Awareness of Context, Alternative Approaches, Desired Results)*

6. **"Parent Interviews":** Assign students to interview parent(s) of young children to learn what they look for in choosing childcare. If appropriate in your community, include interviews with specific cultural groups such as Hispanic, Southeast Asians, or members of the black community. Include questions such as:

   -What type of childcare do you use?
   -How old are the children in the family?
   -What were the three most important considerations in making the choice?
   -What are the benefits for your children?
   -What are some problems that have occurred? How did you solve them?

   Lead a class discussion on the results of the interviews, comparing and contrasting the choices which might be apparent in different types of families. *(Awareness of Context, Desired Results, Alternative Approaches, Consequences of Action)*

7. **"Head Start":** As an example of childcare for low-income families, invite a person from a local Head Start center to describe the program.

   -What are the purposes of the Head Start Program?
   -Who is eligible for childcare in the program?
   -Are there any children turned away because of funding limitations?
   -Parents are expected to become actively involved in the program. How is this accomplished?

   In small groups have students contrast the characteristics of the Head Start Program to another childcare program. *(Awareness of Context)*

8. **"Nannies":** If available, invite an instructor from a local community college that trains "nannies" to tell about the program. (Or read article "Training American Nannies" from Jan/Feb, 1988, Forecast.)

   -Define "nanny."
   -What are the basic duties of a nanny?
   -Why do some parents prefer nannies over other childcare choices?

-What is the average salary of a nanny?
-What is the average income of the families who hire nannies?
-What is included in a training program for nannies?
-How many and where are training programs being offered in Oregon?
-What are some of the concerns related to this option for childcare?
-How does the cost of this choice affect lower and middle income parents? *(Awareness of context, Alternative Approaches)*

Supporting Concept D: Common Indicators of Quality Childcare

9. **"Visit to Childcare Facility":** Have pairs of students visit and evaluate local childcare facilities using "Checklist for Substitute Care" (SM-5) and "Some Characteristics of Day Care Settings that Affect Outcomes for Children" (SM-6). [If it is inconvenient for students to make these arrangements, an alternate plan would be to arrange a field trip to visit at least two childcare facilities.] A summary of findings should be shared verbally with the class with special emphasis on:

-Was the atmosphere relaxed or tense?
-How did the children respond to the caregiver(s)?
-Were the children involved in activities?
-Did they have choices to make?
-If you were a child, would you like to stay there? Give reasons why or why not.
-Were there any minority children enrolled?
-Would the facility be capable of handling handicapped children?
-Does the center have a sex abuse prevention program?
-What are the advantages and disadvantages of that type of childcare?
-Could low-income families use this facility?
-Do they have sliding fee scales?

SM-7, "Choosing Childcare, A Guide for Parents," may be used (and/or ordered at no charge) as an additional reference. *(Awareness of Context, Alternative Approaches)*

10. **"Licensing Procedures":** Invite a local licensing agent to discuss the purposes for and procedures involved in licensing childcare centers. Have students design a series of questions to ask the speaker such as:

-What types of facilities are required to be licensed?
-What does it mean when a daycare facility is licensed?
-Why should parents be concerned if a facility is not licensed?
-What precautions are taken to hire childcare providers who are least likely to abuse children?
-How would a person go about registering her/his home for family day care?
-Why have these rules been designed?
-What are the problems the Children's Services Division has in monitoring the licensing/registering process?
-How does the agency identify those who are operating "outside" the law? *(Awareness of Context)*

Supporting Concept E: Factors to Consider

11. **"Early Childhood Education Program":** If close to a local community college, arrange a field trip or invite an instructor from an Early Childhood Education (ECE) program to talk to the class [or use a daycare director of similar programs such as a Montessori School].

-What are the differences between a childcare center and an ECE program?
-What are the advantages/disadvantages of this type of program?
-What should parent(s) look for to determine if it is a "quality" program?
-Do students in the program receive instruction in how to care for handicapped children?
-What are the costs? *(Awareness of Context)*

12. **"Effects on Children":** In small groups, assign readings on issues relating to whether or not to use alternate childcare. Possible subjects for the group discussion: emotional effects on children, educational effects on children (see SM-6), financial burden on parents, guilt feelings by parents, society's attitude towards "mother's role" in care of young children. Discuss findings and relate to their own beliefs and values.

-How can both parents continue their employment without using some form of childcare?
-Would it be possible for the father to stay home

with the children?
-Do you have any friends whose fathers have taken on the role of "Mr. Mom"? If so, has it been a positive or negative experience for that family? Why or why not? *(Desired Results, Consequences of Action)*

13. **"Risks vs. Benefits of Childcare"**: What are the possible risks in using a childcare center? (Physical, verbal, emotional or sexual abuse by the childcare provider; drug or alcohol abuse by day care workers, accidents). Ask students to share examples of problems they have read or heard about. How can you identify if these problems exist in a childcare center?

    In contrast to the possible risks of using a childcare center, list benefits to a child who attends a childcare center. (Independence, variety of equipment for muscle development, social development with other children, sharing, opportunities for creative art and play, etc.) *(Consequences of Action, Desired Results)*

14. **"Case Studies"**: Have students read the case studies on SM-8 and discuss the questions following each one. (Adapted from Ohio Guide page 440-441.) [You may wish to use one of the "Practical Reasoning Think Sheets" in the introductory unit with these case studies.] *(Desired Results, Consequences of Action, Alternative Approaches)*

15. **"Desired Results"**: Identify the values which affected each of the following decisions. In which situations was concern for the welfare of others considered?

    a. A single mother asked her own mother to care for her child because she knew her mother would show a lot of love.

    b. A single mother asked her mother to care for her child because her income was not adequate to pay for childcare.

    c. Parents chose a daycare center because the staff believed in the value of play, provided lots of creative materials and allowed children to pursue their own interests.

    d. Parents chose a daycare center because of its strong school readiness program. Children learned the alphabet, to write their names and do math facts.

    e. Parents chose a daycare home because it was close to their house and they didn't have to get up early. *(Desired Results)*

THE FOLLOWING CONCEPT AND DIRECTED ACTIVITIES RELATE TO "SUPPORTIVE PUBLIC POLICY"

Supporting Concept F: Public Policies Related to Childcare Issues

16. **"What is Public Policy?"**: Public policies which relate to families affect family members both directly and indirectly. Begin class discussion by finding out how many students can identify a public policy which may have affected them directly (e.g., flouride in their city's drinking water, having to be immunized before they could attend public school, the Oregon statute that says a parent is committing child neglect if he or she leaves a child under 10 years of age unattended, etc.) List these policies on the chalkboard.

    -How do these policies come about?
    -What are the benefits?
    -What are some negative effects?
    -When should government intervene in family affairs?
    -For what purpose should the government intervene?
    -Does public policy influence your quality of life? Directly? Indirectly? How?
    -How is your community affected?
    -How is society as a whole affected? *(Awareness of Context)*

17. **"Current Happenings Related to Public Policy and Childcare Issues"**: Assign students (or have them choose) to research and/or interview knowledgeable people on one of the following:

    -What is happening in childcare legislation at the national level?
    -What is happening with former Governor Goldschmidt's "Children's Agenda"?
    -What is happening in Oregon in regard to school-age childcare (latch key children)?
    -What is happening in Oregon in regard to teen parent childcare?

(**Note to the teacher:** One specific resource is included in the supporting materials for each of the questions above. See SM-9, SM-10, SM-11, and SM-12. There are several Oregon Home Economics Association members who are members of AHEA's "Project Home Safe." Contact Linda Pomple at 3465 Kincaid St., Eugene, OR 97405 or Janice Broom at 8383 SW Tygh Loop Ave., Tualatin, OR 97062. (These are people who could serve as a resource for what is happening in Oregon.)

The following questions may be of help to the students as they conduct their research and/or interview:

-What seems to be the underlying values on which the policy is based?
-What are the objectives of the policy?
-What action does the policy authorize?
-Who will take the action?
-Does the policy expand or limit the family's resources and alternatives?
-How does the policy affect individual family members?
-What, if any, are the negative side affects?
-What are the costs of implementation?
-What are the benefits to the family? To the community? To the nation?
-Are human rights involved? Constitutional rights?
(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)

18. **"Analyzing Public Policies":** Have students join together in groups (A, B, C, and D) and compile the information they have gathered into "research notes" to share with the rest of the class. Sharing could be done in the form of a panel discussion. After the information has been given, encourage discussion of each issue with the following questions:

-Are families affected regardless of income? Only higher income? Only lower income? How?
-In what ways are the following family forms affected: the extended family, the nuclear family, the single-parent family, and the stepfamily?
-How does this affect families of different religious and ethnic backgrounds?
-What are some major problems that could emerge?
-Do the consequences of this policy impact families for a short time? A long time?
-How does the policy impact the community? The state? The nation? *(Awareness of Context, Consequences of Action)*

19. **"Reflection":** Assign students to write a one page paper on "How I think public policies will affect me as a future parent" or "How I can get involved in helping form a public policy." *(Alternative Approaches, Desired Results)*

RESOURCES:

Books and Periodicals:

Bee, H. (1989). *The developing child* (5th Edition). New York: Harper & Row.

Brisbane, H. E. (1988). *The developing child* (pp. 437-445). Mission Hills, CA: Glencoe Publishing.

Children's Services Division (1986). *Oregon's agenda for the 1990's.* Salem, Oregon.

Decker, C. A. (1988). *Children: The early years.* South Holland, IL: The Goodheart-Wilcox Co.

Galinsky, E. (1986, November). *Investing in quality childcare, A report for AT&T,* Bank Street College.

Marhoefer, P. E. & L. A Vadnais. (1988). *Caring for the developing child.* (Chapter 2). Albany, N.Y: Delmar Publishers.

May, D. (1988, January/February). Training American nannies. *Forecast for the home economist*. pp. 21-23.

Sheehan, K. (1990, Spring) Assisting working families with childcare needs: A guide to public policy. *Journal of Home Economics*. p. 58.

Squibb, E. (1988, September, October) Family day care: Integrating work and family in the home setting. *Illinois Teacher*, pp. 15-18.

Curriculum Guides:

Ohio Department of Education (1983). *What to do regarding human development*. Columbus, OH.

Pamphlets:

Children's Services Division (1986). *Choosing childcare: A guide for parents*. Salem, Oregon.

National Association for the Education of Young Children (1986). *How to choose a good early childhood program*. Washington, D.C.

National Commission on Working Women (1988). *Childcare fact sheet: Working mothers and children*. Washington, D.C.

U.S. Department of Health and Human Services (1984). *Head Start: A child development program*. Washington, D.C.

Family Community Leadership

Public Issues and Public Policy: A Family Perspective

OREGON STATE UNIVERSITY EXTENSION SERVICE

Concern for Family Policy

In recent years much concern has been expressed about impact of public issues and public policy decisions on families. Public policies affect families, often unknowingly, both positively and negatively. The issues involved are extremely complex.

What do we mean when we say: Public Issues, Public Policy and Family Policy?

Public Issue

A private issue becomes a public issue when:

1. consequences of individual or group action go beyond those directly involved and,
2. there is an effort by others to influence those consequences.

An example: *Childhood disease*

> *When a disease is communicable, its consequences affect others, and may become a public issue. Thus, the community may try to reduce the incidence of the disease. They may pass a law stating that all children must be immunized before they can attend public school.*

Public Policy

Policy refers to a statement or set of statements intended to guide certain decisions, activities, or efforts, generally by describing either desired (or undesired) outcomes.

Thus, Public Policy can be defined as statements (or principles) underlying government (local, state, federal) action. It is expressed in government action as: legislation, resolutions, programs, regulations, appropriations, administrative practices and court decisions.

A Public Policy is a solution to a Public Issue (i.e., a law requiring immunization).

Family Public Policy

Family Public Policies are governmental statements (principles) underlying government action related to families. Family Policies can be explicit (intended to directly affect families) or implicit (not intended to affect families, but indirectly do affect them).

How does Family Public Policy Affect Families?

Family Public Policy can expand or limit the resources and alternatives available to the family. Above all, Family Public Policy should help families function, encourage families to care for their members and provide for the general well-being and stability of the family - *"Help families to help themselves"*.

Issues and Policies Have Many Perspectives

All public issues and public policies have consequences and affect society either directly or indirectly. Issues and policies have social, economic and environmental effects. These effects are felt by all: individuals, families, industry, management, labor, consumers, producers and taxpayers.

Because the effects are so pervasive, issues and proposed policies must be analyzed from many perspectives including the family perspective.

It is important for family members to be involved in the analysis of issues and proposed policies in order to predict the effect of the issue or policy on their family and community. It is important

Adapted by Martha A. Snider, Instructor, Family Resource Management, Oregon State University for FCL State Training Institute, 1982. (See references)

for family members to communicate their information and feelings to policy makers.

Remember there are many family forms and types; extended families, nuclear families, single-parent families, blended families (remarried, both bringing their own children from previous marriage into this new family), elderly families and young families. All of these families need to be represented in the policy making process if policies are to be of the greatest help to families and communities.

Questions to Ask When Analyzing Issues Affecting Families:

How many families are affected?

Are families affected regardless of income? Only higher incomes? Only lower incomes?

Are all types of families affected: Only the extended family? Only the nuclear family? Only the single-parent family? Only the step-family?

Are all families affected in the same way? Are some positively affected? Some negatively affected?

How are individual family members affected? Are some members positively affected? Are some members negatively affected?

Does this affect families of all religious and ethnic backgrounds? Only some religious and ethnic backgrounds?

Does this hinder some families from caring for their members? If so, which families? Which members?

Does this interfere with the stability of the family unit? The stability of the community?

Do the consequences of this issue impact families for a short time? A long time?

Do the consequences of this issue impact the community for a short time? A long time?

Questions to Ask When Considering Family Policy Proposals:

What seems to be the underlying policy and values on which the proposal is based?

What are the stated objectives of the proposal?

Do there seem to be implied objectives?

What action does the proposal authorize? Who will take the action? Under what conditions?

Are there data which indicate whether or not the proposal will achieve its objectives?

Does the proposal favor families with higher incomes? Lower incomes? Treat all income groups alike?

Does the proposal favor one family form over another? The nuclear family? The extended family? The single-parent family?

Does the proposal expand or limit the family's resources and alternatives?

How does the proposal affect individual family members?

What, if any, are the negative side effects of the proposal?

What are the costs of implementation?

What are the benefits of the proposal? To the family? To the community?

These Situations Affect Families and Communities. Public Policy often Guides How Situations Like These are Handled.

- A local employer lays off a large number of employees.
- Several family farms go out of business.
- A large portion of rental housing is restricted to people without children.

- Local schools do not provide facilities and opportunities for the physically and mentally handicapped student.
- Some parents do not have income earning skills.
- Some parents do not have parenting skills.
- Inadequate or no day care is available for children and dependent people.
- A family does not have access to affordable, quality health care.
- Some families have a member who is addicted to drugs and alcohol.

THINKING IT OVER

Are these public or private issues?

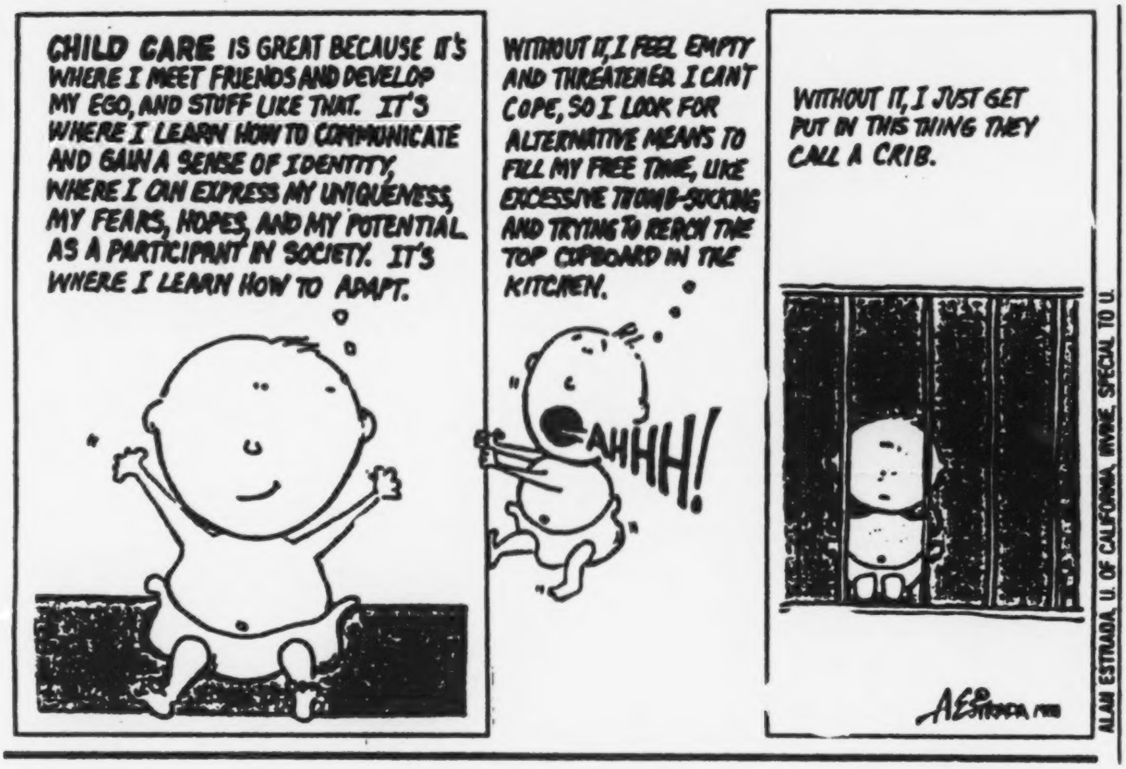
Do they influence your quality of life? Directly? Indirectly?

Will they influence your future quality of life?

How is your community affected?

Should you be involved in the identification and solution of these and other family issues?

References:
Morrow, Alice Mills, Extension Family Economics & Public Policy Education Specialist, Oregon State University.


CHILD CARE IS GREAT BECAUSE IT'S WHERE I MEET FRIENDS AND DEVELOP MY EGO, AND STUFF LIKE THAT. IT'S WHERE I LEARN HOW TO COMMUNICATE AND GAIN A SENSE OF IDENTITY, WHERE I CAN EXPRESS MY UNIQUENESS, MY FEARS, HOPES, AND MY POTENTIAL AS A PARTICIPANT IN SOCIETY. IT'S WHERE I LEARN HOW TO ADAPT.
WITHOUT IT, I FEEL EMPTY AND THREATENED. I CAN'T COPE, SO I LOOK FOR ALTERNATIVE MEANS TO FILL MY FREE TIME, LIKE EXCESSIVE THUMB-SUCKING AND TRYING TO REACH THE TOP CUPBOARD IN THE KITCHEN.
AHHHH!
WITHOUT IT, I JUST GET PUT IN THIS THING THEY CALL A CRIB.
AEstrada

ALAN ESTRADA, U. OF CALIFORNIA, IRVINE, SPECIAL TO U.

Women, Work and Child Care

The Need

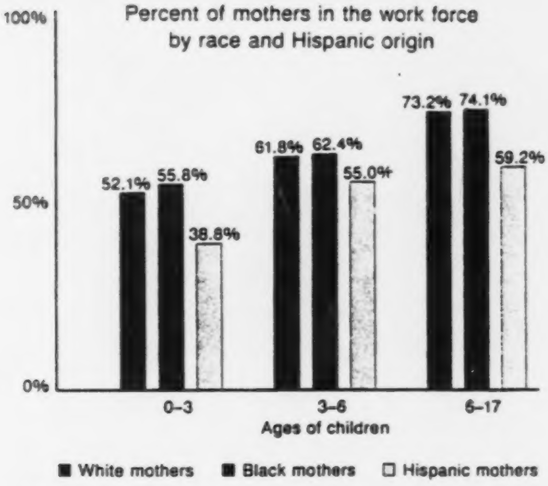
In March, 1988, 65% of all women with children under 18 worked outside the home.

- In all, 21.5 million mothers were in the labor force; 73% worked full-time.

- Since 1980, the greatest increase in the rate of labor force participation has been for married women with preschool children. In 1988, 57% of mothers with children under 6 worked, and more than half (51%) of mothers of infants were at work before their babies were a year old.

- Nearly three-fourths (73%) of mothers with school-aged children 6 to 17 were in the labor force.

- Fewer than 10% of U.S. families consist of a father who goes to work and a mother who stays home with the children.



1 in every 4 mothers in the work force maintains her own family. More than 5.3 million single mothers are working.

- 58% of all working women are either single (never married), divorced, separated or widowed or have husbands who make less than $15,000 a year.

- 35% more families would be below the poverty line if both parents did not work.

In 1988, 60% of all children had working mothers.

- More than 35 million children had mothers in the labor force.

By the year 2000, 80% of women in their prime childbearing years (between 25 and 44) will be in the labor force.

- 2 out of 3 preschoolers and 4 out of 5 school-aged children will have mothers in the labor force by 1995.

11.3 million children under 6 have working mothers.

- About 40% of these children are cared for by their fathers, grandparents or other relatives.

- 23%are in child care centers or school settings.

- 22% are cared for by nonrelatives in that person's home, a system known as family day care.

- 6%are cared for by a nonrelative in the child's own home.

- About 8% are cared for by their mothers at their place of work.

- 62% of women working part-time choose care by relatives, as opposed to 39% of those working full-time.

Sources for this Fact Sheet:

Bureau of Labor Statistics
The House Committee on Children, Youth and Families
Children's Defense Fund
National Association for the Education of Young Children
Census Bureau
The Urban Institute
Child Care Action Campaign
Runzheimer International

Children's Foundation
Institute for Women's Policy Research
Child Care Employee Project
National Women's Law Center
Work/Family Directions
Women's Legal Defense Fund
The Conference Board

360

May 1989
Researched by Elizabeth Mercer

National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 737-5764

Women, Work and Child Care

The Providers

There are approximately 3 million people employed as child care providers in the U.S.; more than 96% are women.

- About 1.2 million work in more than 66,000 child care centers and preschool programs as directors, teachers and aides.

- Approximately 1.75 million work in their homes as family day care providers.

- There are about 190,000 licensed or regulated family day care homes. It is estimated that 3 times that number are unregulated.

Many providers working in child care centers do not receive benefits.

- Only one-third to one-half receive health insurance.

- About one-third are not paid for overtime.

- Many do not receive paid vacations.

- Fewer than 1 in 5 has a retirement plan.

Child care workers rank in the lowest 10% of U.S. wage earners.

- In 1988, the median salary for center-based providers was $9,724 a year (based on weekly earnings). For those in family day care, it was about $4,800. More than 40% of full-time child care workers earn less than $5 an hour.

- Child care workers earn less than animal caretakers, parking lot attendants and garbage collectors.

Staff turnover rate in child care centers and day care homes is between 35–60% a year.

- Low wages are the primary cause of high turnover rates among child care workers.

- Lack of respect, difficult working conditions, low staff morale and employee burn out also contribute to high turnover among providers.

Training of providers is essential to high quality child care.

- The average child care provider has 14.6 years of education.

- More than half of providers have some college education.

- 40 states support the Child Development Associate (CDA) credential, a competency-based program to train center workers and family day care and infant care providers.

A PARENT'S GUIDE TO QUALITY CARE

The following are characteristics of high-quality child care programs:

- Children are relaxed, happy, and involved in activities.

- Ample space and play materials are available for the children.

- Children of varying ages are treated in a manner appropriate to their age.

- The staff meets regularly to plan and evaluate their program.

- Parents are welcome to observe, make suggestions, and participate in the work of the program.

- Staff are trained in child development as well as health and safety.

Optimal ratios and group sizes are:

Age of child	Optimal Ratio	Group Size
Infants	1:3	6–8 children
2–3 years	1:4 or 5	10–14
4–5 years	1:7–9	16–20

- 31 states do not regulate group size for preschoolers. In 12 states, 6 or more infants may be cared for by a single provider. Only 3 states meet experts' recomendation that no more than 3 infants be cared for by 1 person.

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Women, Work and Child Care

National Outlook: Who Supports Child Care?

The United States has no comprehensive child care policy. Federal and state governments, employers and labor unions offer some assistance to providers and parents.

The Dependent Care Tax Credit is the largest source of government support for child care. The benefit totalled $3.4 billion in FY 1988.

- Under this law, parents of children under age 13 may claim up to $2,400 for the cost of care for 1 child and $4,800 for 2 or more children. Depending on income, tax credits range between $480 and $720 for 1 child and $960 and $1,440 for 2 or more children. Low-income families, especially those below taxable income, receive little or no benefit from the credit.

Between 1977 and 1986, direct federal outlays for child care programs, which benefited mainly poor and low-income families, declined nearly 25%.

Major federal programs which provide support for child care include:

- **Social Services Block Grant/Title XX** provides general funding to states for human services, including subsidized child care for low-income parents.

- **Head Start** provides funds to local organizations which offer comprehensive preschool education to low-income children. The majority of Head Start programs are half day. It currently serves 17% of eligible children.

- **Child Care Food Program** provides subsidies to centers and qualified family day care homes for meals and snacks.

- **The Family Support Act of 1988,** a welfare reform initiative, includes provisions for child care assistance to participants in education, employment and training programs and transition assistance for the first year of employment.

In 1988, out of approximately 6 million companies in the U.S., only 4,150 provided child care assistance to their employees.

According to the Conference Board, employers provided a variety of benefits for their employees:

- **On-site care.** Employer operates or provides care in or near the workplace.
- **Subsidies or vouchers.** Employers provide their staff subsidies or vouchers which they may redeem at a center or at the caregiver of their choice.
- **Discounts.** Employer arranges discounts for employees at selected child care programs.
- **Flexible benefits ("cafeteria plan").** Employee selects child care among other benefits.
- **Spending accounts (salary reduction).** Employee takes reduction in income and pays for child care out of a nontaxable account.
- **Information and referral service.** Employers devise an in-house information and referral system or contract with an outside company to provide one.
- **Establishing family day care homes.** Company recruits and pays for training and licensing of a caregiver who provides care for employees' children.
- **Sick child care.** Employer provides care for sick children through in-home nursing services or sick child care centers.
- **Alternative work patterns.** Employer policies include: flex-time, job sharing, family leave and parental sick leave.

Parental leave and child care have become important organizing tools and bargaining issues for labor unions.

- The Bureau of National Affairs reports that 40% of manufacturing and 30% of nonmanufacturing agreements include parental leave provisions. Unions have also established child care programs including information and referral networks, flex-time and alternative work schedules, and on-site centers.

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Women, Work and Child Care

Work and Family

Child care is a family's fourth largest expense, after housing, food and taxes.

- The annual cost of care for 1 child ranges between $2,400 and $9,000 in urban areas, with the average about $3,400 per child. Costs for infant care are even higher.

- While the average working family spends about 10% of its yearly income on child care, low-income families spend nearly 25% of their incomes on care.

- In 1988, single working mothers, with median annual income of $15,077, expended 23% of their income for average-priced care for 1 child.

For some mothers who want to work, the cost of child care precludes their joining the labor force.

- According to the General Accounting Office, a lack of affordable child care prevents 60% of mothers on AFDC from participating in education and training programs.

The hours before and after school and school vacations are a working parent's dilemma.

- Experts estimate that between 2 and 7 million children between the ages of 6 and 13 are without adult supervision for some part of the time their parents are at work.

- Older brothers and sisters are often responsible for their younger siblings.

Child care and parental leave initiatives have been introduced in Congress.

- Congress has considered child care legislation which would increase the supply, subsidize the cost and improve the quality of child care for low- and moderate-income families, as well as provide training for providers.

- Family and medical leave initiatives would provide unpaid, job-protected leave for mothers and fathers to care for newborn, newly adopted or ill children or adult dependents.

About 60% of all working women have no paid parental leave.

- Paid parental leave is usually linked to disability insurance. The Pregnancy Disability Act of 1978 prohibits discrimination because of pregnancy. It requires insured wage compensation for the period (usually 6 to 8 weeks) a woman cannot work, if her employer provides other kinds of short-term disability coverage.

- It is estimated that fewer than 40% of working women are covered by disability insurance.

- Only 33% of employees of mid- and large-size companies have benefits which include unpaid maternity or parental leave.

- Women who are not covered by any policy often must use a combination of sick days, vacation days or leave without pay during this period.

About WOW: Wider Opportunities for Women (WOW) works nationally to achieve economic independence and equality of opportunity for women and girls. For 25 years, WOW has been at the forefront of women's employment issues. WOW leads a national network of more than 400 independent women's employment programs and advocates in 48 states. Each year, WOW's network serves more than a quarter of a million women seeking employment information, counseling, training and jobs.

About the Commission: The National Commission on Working Women was created to focus on the needs and concerns of the approximately 80% of women in the work force who are concentrated in low-paying, low-status jobs in service industries, clerical occupations, retail stores, factories and plants. In January, 1987, NCWW merged with Wider Opportunities for Women, Inc.

The NCWW encourages broad distribution of this fact sheet. Those interested in reproducing it are simply required to inform our office. Production of this fact sheet was funded by a grant from the Ford Foundation.

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TYPES OF ALTERNATE CHILDCARE

SM-4

HOME-BASED CARE:

1. Childcare in the child's home.

2. Childcare in the caregiver's home.

3. Play groups.

CENTER-BASED CARE:

1. Nursery schools, preschools

2. Parent cooperatives

3. Head Start Centers

4. Montessori preschools

5. Daycare centers

    A. Government sponsored childcare
    B. Church-linked childcare
    C. Employer sponsored childcare
    D. University-linked childcare
    E. Privately owned childcare centers
    F. Nationally franchised childcare centers

OTHERS:

1. Drop-in childcare centers

2. After school childcare

SM-5 Name of Facility________________________

CHECKLIST FOR SUBSTITUTE CHILDCARE

Make a checkmark to the left of the criteria if it is included.

The Caregiver

Has training and/or experience caring for children.

Is able to talk easily with children without frequent use of "don't."

Handles problems in a sensitive manner, or better yet, is able to divert potential problems.

Appears relaxed when dealing with the children: their voice remains calm and smiles are frequent.

Spends most of the time working with the children instead of arranging materials, talking to other adults, or cleaning.

Has a sense of humor.

Is able to individualize the children and give each individual attention.

Is able to physically and emotionally cope with the demands of caring for children.

Encourages parents to visit and informs them of their child's progress.

Has a daily plan of activities including art, dramatic play, large muscle toys, table toys, science, music, and group activities.

Handles discipline in a consistent, loving way. There is no corporal punishment.

The Day Care Environment

Poisonous compounds are stored under lock and key and kept out of sight of children.

Has sufficient space to prevent crowding.

Has bathrooms that are clean and easy for a child to use.

Has sufficient equipment and materials for the number of children in care. They are accessible to the children.

Has equipment inside and out that is appropriate for the ages of the children and is sturdy, clean, and in good repair.

If TV is used, it is closely monitored and limited to appropriate programs.

Has an outside play area that is safe and well supervised; no hazardous objects or plants; is easily supervised, and safe from traffic.

Has sufficient exists, easy for a child to use in case of emergency.

Has clean and comfortable arrangements for napping.

Nutritious snacks, meals, and beverages are served.

There is the required number of staff caring for the children.

Preschool children are in groups no larger than twenty.

What are the rates per week or per hour for this type of childcare? Would you choose this facility for your children? Why or why not?

Adapted from ***Choosing Childcare: A Guide for Parents*** (1986). Salem: State of Oregon, Children's Services Division.

SOME CHARACTERISTICS OF DAYCARE SETTINGS THAT AFFECT OUTCOMES FOR CHILDREN

Teacher/child ratio:

In general, the lower the better, although one national study shows that within the range of 5:1 to 10:1 doesn't matter much. Ratios of 15:1 and higher are much less good.

Number of children per group:

Regardless of how many adults there are with each group of children, the smaller the number of children cared for together - whether in one room in a daycare center or in a home—the better for the child. Thus a group of 30 children cared for by 5 adults is less good than three smaller groups of 10 children cared for by 1 adult each.

Amount of personal contact with caregiver:

In general, the more time the child spends in one-to-one interaction with an adult, the better. In a day care home or center, the amount of personal contact with an adult is an important feature.

Richness of verbal stimulation:

Regardless of the variety of toys available, the complexity and variety of the language used with the child will stimulate faster language and cognitive development.

Space, cleanliness, and colorfulness:

The overall physical organization of the space seems to make a difference. Children show more creative play and exploration in colorful, clean environments that are well adapted to child play. Lots of expensive toys are not critical, but there should be activities that children will find engaging, and there should be enough space for the children to move around freely.

Caregiver's knowledge of child development:

Children's development is better in centers or homes in which the caregivers have specific training in human development.

Marital status of caregiver:

Family daycare providers who are single (and thus responsible for all the care of the home as well as the children) spend more time in housekeeping and thus less time with the children than do married caregivers.

From Bee, H. (1989). ***The developing child***, pp. 496.

INFANT AND TODDLER CARE

- Has a diaper changing table with a surface that is easily cleaned and a sink nearby for handwashing after each diaper change.

Bedding is changed regularly or when soiled.

- Baby bottles are handled in a sanitary manner.
- Children are on individual schedules.
- Immediate attention is paid to children's needs (are not allowed to cry unattended for long periods of time).
- Have access to toys and learning activities that are in good repair.
- There is one teacher for every four children.

There are some things that are difficult to observe but important to know. ASK ABOUT:

- What is the daily schedule?
- Are there field trips, transportation?
- What is served for snacks, lunch?
- What is the discipline policy? (Corporal punishment is not permitted in registered or certified facilities.)
- What is the policy regarding registration fee, payment frequency (weekly, monthly) and extra charges?

MAKING THE SELECTION

... The most important thing you can do before selecting day care is to visit several facilities with your child. Before visiting a program, call to see if it meets your needs regarding hours, cost, and ages of children served.

... If a day care provider discourages you from visiting or limits the areas you can view, be suspicious. After you have visited several homes and/or centers, review your findings and select the provider that best meets your needs.

... There may be some problems during the first days of care. Accept the challenge, share your problems with the provider and help to find solutions. You know your child best and will be able to judge if he/she is happy. If for any reason the care situation is not working out for you or your child after a few weeks, start looking for an alternative.

... Finding good child care takes time and effort, but if you are comfortable with the arrangements and your child is happy, it will be time and effort well spent.

AFTER PLACEMENT

- Drop in unannounced
- Observe your child's behavior
- Talk to your child about day care
- Call CSD for more information or if you think rules are not being met.

NOTE: The presence of the name of a day care provider on a referral list is not a recommendation. All providers should be carefully evaluated by parents.

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CHOOSING CHILD CARE

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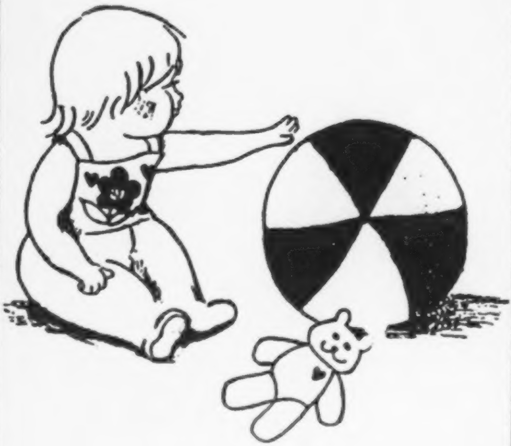
A GUIDE FOR PARENTS



State of Oregon
CHILDREN'S SERVICES DIVISION

198 Commercial St. S.E.
Salem, Oregon 97310

TYPES OF CARE

... There are several types of day care, which families use singly or in combination to meet their child care needs.

... Day Care facilities in Oregon are categorized by size:

Family Day Care serves five or less day care children in the home of the provider. Providers may choose to be registered, but are not required to do so.

Group Homes serve six to twelve full time day care children and must be certified. Staff requirements depend on the ages of children in care.

Day Care Centers serve thirteen or more full time day care children and must be certified. There must be 1 staff for every 4 children under 2 -1/2. There must be 1 staff for every 10 children 2 -1/2 through 4.

Pre-Schools are short hour education programs that are not certified. Parents often use a pre-school in combination with family day care.

In-Home Care is hiring a person to come into your home. Where this type of care is used on a regular basis, wage and hour laws apply.

No matter what type of care you choose, there are some common indicators of quality care. This pamphlet tells you about some of them.

BE AN INFORMED DAY CARE CONSUMER.

THE CARE-GIVER

- Has training and/or experience caring for children.
- Is able to talk easily with children without frequent use of "don't".
- Handles problems in a sensitive manner, or, better yet, is able to divert potential problems.
- Appears relaxed when dealing with the children: the voice remains calm and smiles are frequent.
- Spends most of the time working with the children instead of arranging materials, talking to other adults, or cleaning.
- Has a sense of humor.
- Is able to individualize the children and give individual attention to each child.
- Is able physically and emotionally to cope with the demands of caring for children.
- Encourages parents to visit and informs them of child's progress.
- Has a daily plan of activities including art, dramatic play, large muscle toys, table toys, science, music and group activities.
- Handles discipline in a consistent, loving way. There is **no corporal punishment.**

THE DAY CARE ENVIRONMENT

- Is free from hazards. Poisonous compounds are stored under lock and key and out of sight of children.
- Has sufficient space to prevent crowding.
- Has bathrooms that are clean and easy for a child to use.
- Has sufficient equipment and materials for the number of children in care which are accessible to the children.
- Has equipment inside and out that is appropriate for the ages of the children and is sturdy, clean and in good repair.
- Has activities that challenge thinking, stimulate creativity, develop physical and social skills.
- If television is used, it is closely monitored and limited to appropriate programs.
- Has an outside play area that is safe and well supervised; no hazardous objects or plants; is easily supervised, and safe from traffic.
- Has sufficient exits, easy for a child to use in case of emergency.
- Has clean and comfortable arrangements for napping.
- Nutritious snacks, meals, and beverages are served.
- There is the required number of staff caring for the children.
- Preschool children are in groups no larger than twenty.

CASE STUDIES

Case Study #1:

Carol is a single mother with a healthy 9-month-old. She works swing shift at a local factory. The baby's father lives three blocks away and the grandmother lives one block away. The father works from 8 to 5. Grandmother does not work outside the home. Carol consulted the ads in the newspaper. There were several ads saying they would take children into the home. However, there were no daycare centers that would accept infants.

Questions for Case Study #1:

1. What alternatives are available?

2. What are the advantages and disadvantages of having the father or grandmother care for the baby while Carol works?

3. How might that change the relationships between these "family member caregivers" and Carol?

4. What are the considerations if she chooses to take the baby to another person's home?

5. How does the age of the child(ren) affect childcare decisions?

6. What additional information do you need before making a decision? (Cost of each alternative, convenience, hours available, proximity to Carol's home or work, adjustment of the child, willingness and ability of caretakers, etc.)

Case Study #2:

Dan and Sandy are parents of a 4-year-old and a 6-year-old in your community. They both leave home at 7:00 a.m. and return at 5:30 p.m. They have no relatives nearby. Their 6-year-old attends the local school kindergarten in the morning, but he needs care before and after school. They would like for him to have someone his age to play with in the afternoon. They are particularly concerned that someone will read to their 4-year-old and that she would have access to a variety of art and play materials. Their income is adequate.

Questions for Case Study #2:

1. What alternatives are available?

2. What might be some emotional stressors involved in the various alternatives?

3. What additional information do you need before making a decision?

4. How important is it to have similar child rearing practices between parent(s) and a selected caregiver?

5. What are the positive and negative aspects of group care versus home care.

Case Study #3:

Lynn is the mother of a 1-year-old. She is a nurse in a large hospital. She wants her child near her while she works, but there is no childcare available in the vicinity.

Questions for Case Study #3:

1. What could Lynn do?

2. What might be some emotional stressors involved in the various alternatives?

AT ISSUE

Assisting Working Families with Child Care Needs

A GUIDE TO PUBLIC POLICY QUESTIONS

Congress went home last year after a "near miss" at approving much-needed child care legislation. The failure of the House of Representatives to approve legislation that the Senate had passed was disappointing to many. Child care will continue to be a hotly debated topic, especially during this election year.

The need for federal child care legislation is no longer questioned by most family policy experts. Dramatic demographic changes are evident in millions of workplaces and homes around the country. In 1989, women comprised 45 percent of the work force. This percentage continues to grow, and by the year 2000, mothers are expected to account for nearly two-thirds of the growth in the number of workers entering the labor market.

The critical issue is the government's role in assisting working families with child care needs. There is currently no federal program with the sole purpose of providing direct child care assistance to low-income and working families. Only the Title XX Social Services Block Grant—which provides funds to cover a wide range of needs, including those of elderly persons—is even partially available for this purpose. States spend an average of about 18 percent of Title XX dollars on child care, with many states spending much less.

Because the average annual cost of child care is about $3,000 per child, many one- and two-parent families are forced to compromise safety and quality as they struggle to make ends meet. Many educators and other professionals are also concerned about a lack of basic federal or state standards on child care. Numerous reports of deaths and injuries sustained by young children in makeshift child care facilities seem to underscore these concerns.

The Senate has already passed the Act for Better Child Care (ABC) bill, which would help to increase the supply of child care and encourage quality programs. However, the House must hammer out differences between two separate proposals before the legislation can move forward.

One proposal, the Child Development and Education Act (H.R. 3), offered by the House Education and Labor Committee, has earned Senate approval. It would authorize $1.75 billion to:

- Provide $215 million to allow Head Start programs to provide full-day, full-year services.
- Allocate $430 million in grants to schools for provision of early education to 3- and 4-year-olds, as well as before- and after-school child care.
- Provide $1.1 billion to help families pay for the child care services of both nonprofit and for-profit providers as well as family day care providers and relatives. A family's eligibility for this assistance would be contingent upon a level of earnings no greater than 75 percent of the state median income.
- Support the development of basic health and safety standards and training for child care providers.

The other proposal, offered by the House Ways and Means Committee, favors a combination of a $200 million increase—earmarked for child care—in the Title XX Social Services Block Grant and additional tax credits as a substitute for the ABC bill. (For legislative updates, contact AHEA's Public Policy Hotline at 703/706–4627.)

The Alliance for Better Child Care, of which AHEA is a member, is committed to the final passage of the ABC bill this session. But without swift action on the part of House members, prospects for passage are uncertain. And whatever compromise the House reaches still must be approved by the Senate. Senate Finance Committee Chairman Lloyd Bentsen (D-Tex.) reportedly opposes earmarking money in Title XX for specific programs. New child care dollars, therefore, are likely to be appropriated. The critical questions for families are, When will they see passage of child care legislation? and Whom will this legislation assist?

—Kathleen Sheehan
Director of Public Policy, AHEA

Top Priorities

There were 10 top priorities identified as critical to children living in communities throughout Oregon.

These priorities are summarized below. The following is a list of the priorities with the number of counties that included them in their reports:

Child Care (30)
Alcohol and Drug (30)
Family Support (29)
Health (28)
Youth Employment/Economic Development (27)
Education (27)
Mental Health (25)
Recreation, (24)
Child Abuse (23)
Coordination of Services and Policies (21)

Child Care (30 counties)

Counties identified needs and made recommendations related to five child care issues:

1) They most frequently and urgently called for more child care. A particular concern is the *unavailability of specific types of care* in many counties; the lack of school-age care and 24-hour care was most often noted.

2) A concern was expressed for the quality of child care, with nine counties proposing actions targeted to providers. *Provider training and support* recommendations include improved training, licensing, and peer review.

3) *Employer involvement* is identified as an important issue. The main concern is the improvement of child care benefits, through tax incentives or employer education.

4) *Access* to existing child care resources is another concern; the difficulties of locating and arranging transportation to child care (esp. in rural communities) were noted as obstacles to parent utilization.

5) The *affordability* of child care is considered problematic for many segments of the population: several counties call for expanded support for low-income, teen, and student parents, for example.

Alcohol and Drug Issues (30 counties)

Local solutions: the most frequently mentioned solution was the initiation of *alternative social activities* that are drug and alcohol free. The Friday's Club is a model of this strategy already in action in certain communities. Counties also proposed community awareness programs, including speaker's bureaus and media campaigns. Interest was also expressed in the development of local strategies to attack the problem of substance abuse.

State solutions: focused on the *provision of funds* for adolescent residential treatment facilities, prevention programs, and rural satellite outpatient clinics. New funding ideas included increasing taxes on alcoholic beverages and using lottery revenues. There was also a call for improved enforcement and modifications of current law.

Barbara Ross, Children's Agenda coordinator

Family Support (29 counties)

A common theme throughout the reports was the role parenting skills can play in prevention of later problems. Twenty counties called for development or expansion of parenting education.

Specific proposals include adding a parenting curriculum in the public schools and making such information available through community programs to expecting or new parents. Many counties proposed parenting education targeted to teen parents. One county suggested parenting support centers.

Health Care (29 counties)

The counties called consistently for preventive strategies such as improved *prenatal care and education*. Some suggested follow-up care in the form of at least one visit from a qualified health nurse to each newborn.

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Health Care

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The lack of affordable health care was noted, and *assistance for working poor families* was suggested as legislation and subsidized health insurance plans.

Several counties recommended improved *school based health care services* including proposals for a health nurse assigned to every high school, better nutrition programs, and improved teen education on sexually transmitted diseases.

Finally, better referral service and transportation to the existing programs was suggested by some rural communities.

Youth Employment Economic Development (27 counties)

A healthy economy providing jobs for adults and young people is essential for the survival of any Children's Agenda.

Many counties *urged the state to* push for continued economic development. A review of child labor laws was requested by many Eastern Oregon counties. Another rural concern was that job finding services such as Employment Service and Job Training Partnership Act programs be brought to their areas.

Counties across the state felt vocational training and counseling were paramount to the success of their plans.

Local action was suggested for mentorship programs, business/ education partnerships, expansion of the Youth Conservation Corps and teaching young people job finding skills.

Education (27 counties)

Stable school funding is an important, if not critical, concern of many of the counties around the state. People felt school funding is inadequate for many districts and uncertain for most.

The lack of guaranteed resources inhibits long-range planning and restricts the resources and energies required for levy elections.

Alternative education to meet the needs of "at risk" youth was requested by 11 counties. This was true even for Multnomah County where a considerable number of alternative programs already exist. Most felt that state funding should encourage alternative education.

In addition, the need for more talented and gifted, work experience, vocational, and student community volunteer programs are needed.

Mental Health (25 counties)

Support programs for children with *developmental disabilities* were requested especially in the area of family support for foster, adoptive and natural families and residential services for persons with developmental disabilities.

Crisis-oriented treatment facilities are needed especially in small, isolated communities in central and eastern Oregon.

Prevention programs for helping children gain self-esteem and training parents to help children were suggested by 12 counties in their reports.

More money needs to be allocated to serve more children and to provide testing, diagnosis and evaluation.

Recreation (24 counties)

Most counties reported people in their communities don't know what recreational activities are available to them. But the counties do believe recreation makes a positive contribution to the growing process of young people. An outreach program informing people of what recreation programs are available is one suggestion the reports presented.

The need for more activities for the whole family to participate in was another concern.

Creative solutions to recreation needs were: establishing teen centers, youth assisting in planning their own recreation and using volunteers and business people to help.

Child Abuse (23 counties)

Issues here focused on two areas: legislative ideas and funding suggestions.

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Child Abuse

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Legislative ideas centered on child sexual abuse. Some proposals include: creating an exception to the hearsay rule for children under ten, stiffening criminal penalties and imposing mandatory psychological evaluations/treatment for convicted sex offenders, and increasing the statute of limitations for child sexual abuse crimes.

Funding suggestions centered on prevention and early intervention. Counties called for increased funding for community prevention programs, parent education, runaway youth, and the Juvenile Services Commission.

Treatment service was the second major funding issue, with proposals for crisis intervention services and community programs.

Coordination of Services and Policies (21 counties)

Local areas voiced a need for a state policy on children, youth and families. They emphasize that state services for children should be better coordinated and that state government should speak with one voice.

Reports emphasized the need for flexible allocation of funds in order to maximize community decision making. Counties requested technical assistance from the state in developing action plans.

Eastern Oregon counties emphasized the need for greater coordination between the different divisions of the Department of Human Resources.

Attention to Minorities

"The state needs to address with the community the tragic problems facing our Native American population."
Harney County report

"The disproportionate number of minorities unemployed must be addressed by focusing resources, financial, human and institutional, upon the special needs of those youth." Multnomah County report

Fair and equal treatment for all of Oregon's children is a key ingredient in the Children's Agenda. Concerns about our minority populations stretch beyond Oregon's metropolitan regions.

Reports from Harney and Hood River Counties requested services for migrant children, bilingual information materials, and more bilingual staff in state agencies.

Multnomah County suggested special outreach and intervention programs for minority youth and training in ethnic sensitivity for employees of the state and professionals who work with children. ∞

Rural Concerns

"We ask that you become aware of and recognize the special problems that are associated with meeting the needs of children who come from the rural and isolated communities of our county and of Eastern Oregon."
Union County report

There is a self-reliant pride in Eastern Oregon of "taking care of our own." However, as stated in the Sherman County report, "We realize we are a microcosm of society and have problems of child abuse, alcohol and drug abuse and we have a need for child care."

The rural counties need basic services. Many state agencies have not been able to provide any service to some areas.

Some county reports stated:

- No Employment Division services in Wheeler and Columbia counties

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Scott Fitzgerald and Art Tassie give the Crook County Report to Gov. Goldschmidt

Rural Concerns

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- Due to limited resources rural counties do not have option to buy a piece of a program
- Small, isolated rural communities do not have the services of a clinical psychologist
- Lack of transportation prohibits young people from finding employment
- Motor Vehicles Division serves Wheeler County one day every other month

Rural counties are eager to explore modern technology such as satellite telecommunications and computer systems that have the capabilities of providing services over great distances.

∞

Participation in the Process

"All adults were asked to bring at least one youth with them to the meeting so that we could get input from adults and children alike." Columbia County report

Bank presidents, teachers, professionals who work with children, young people, city council members, mayors, county commissioners, attorneys, school administrators, small business owners, judges, homemakers and community volunteers responded to the Governor's challenge. These dedicated individuals spent countless hours discussing critical issues, sharing concerns and creating better ways of helping their children.

One of Marion County's public forums, The Salem-Keizer Youth Congress, involved 175 delegates representing youth-serving agencies. More than 250 citizens also participated.

Columbia County hosted five meetings in major population areas. The Task Force surveyed the entire county by randomly calling adults and young people and asking for their contributions. Over 300 telephone surveys were completed.

More than 300 Lane County residents worked in nine committees to create their report.

Other techniques used to involve as many people as possible included written surveys, presentations to local service clubs, broad-based Task Forces such as Yamhill's 50-member Task Force. and coordination with groups such as Student Retention Initiative, Juvenile Services Commission and state agencies. ∞

NEXT STEPS

"This Children's Agenda is not about children at risk, it's about giving all children the opportunity to fulfill their potential." Gov. Neil Goldschmidt

Communities are now ready to take their reports and use them as the basis for local action planning.

With no new money, the communities will attack local planning with technical assistance from the state.

Gov. Goldschmidt is committed to shifting money within state budgets as well as adding money outside present programs to fund services for our children. This could be done by block grants to the counties and statewide initiatives to deal with the critical issues.

The county reports will help the state identify policy, program and budgetary changes that will be submitted to the 1989 Legislature as the state government's proposed Children's Agenda.

Oregon's 36 counties have much to be proud of as they progress one step closer to more local control over the future of their children.

This summary of the Task Force reports was given to each county as was given to Gov. Goldschmidt, state agencies and Oregon's legislators.

Thank you for helping to Build the Oregon Children's Agenda.

If you need community planning assistance, call your local task force or contact the Children's Agenda office in Salem at 373-7036.

∞

School-Age Child Care Project
Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

September 1987

SCHOOL-AGE CHILD CARE

School-age child care (SACC) refers to public or private programs which serve school-age children during non-school hours. These non-school hours account for up to 80% of the children's time and include before and after school, holidays or teacher in-service days, winter and spring vacations, and the summer months.

In recent years the issue of "latchkey children" has been capturing increasing national attention and media coverage. Latchkey children are defined as those school-age children who are without adult supervision when they are not in school because their parents are not available to care for them.

The nationally-observed rise of unattended children—some as young as 5—is the result of demographic changes in the American family and workforce. An increase in single parent families and families with both parents in the workforce has created a large and growing population of children with no adult at home after school. In addition, a decline in the extended family and changes in neighborhood structure and makeup have meant a decrease in traditional means of supervision.

The number of children needing supervised care far exceeds the availability of child care programs for them. National estimates conservatively place the number of unsupervised children at two to five million. A recent Louis Harris poll (September 1987) which surveyed 2,000 parents found that 41% of them leave their children home alone at least once a week. Nearly 25% of these parents reported leaving their children alone every day.

In Oregon, the picture is quite similar. In its 1986 Report to the Governor, the Oregon Commission on Child Care stated that 65% of Oregon mothers with children 6 to 17-years-old work outside the home. It is estimated that 50,000 children in Oregon under age 14 are latchkey children, without adult supervision during non-school hours.

Research

Research studies have indicated that the effects of "self-care," or a latchkey experience, can vary with the child's age and maturity level, the length of time and frequency the child is left alone, the safety of the general neighborhood, contact with a parent, contacts with peers, and so forth. It is recognized that children in a self-care arrangement face four potential risks: emotional, physical, developmental and behavioral.

The research shows that children in self-care may experience loneliness, rejection or boredom. They may be afraid of intruders, fires, or other dangers. Often, they do not share their fears or concerns with their parents. Children in self-care, including those "supervised" by slightly older siblings, are at risk of becoming victims of accidents, or physical or sexual abuse.

The isolation of children in self-care may mean they do not develop socially and they may have fewer opportunities to participate in enriching activities such as private lessons, sports, and community involvement projects. They may also experience academic difficulties. Educators have long been aware of the extent to which a child's out-of-school experiences can affect academic performance. Self-care situations are currently being evaluated in that light. The national Harris poll cited earlier discovered that 51% of the teachers surveyed selected "children who are left on their own after school" as the biggest cause of student difficulties at school.

In addition, children without adult supervision may be at risk of developing patterns of participation in delinquent acts or experimentation with drugs, alcohol, or sex. Nationally, school-age child care programs are gradually being seen as preventative measures as we struggle to combat the problems facing our children: drug and alcohol use, teen pregnancy, suicide and high drop out rates.

Considering the potential risks our children face, the school-age child care needs of families can be seen as a community problem, needing a community solution.

School-Age Child Care: One Solution

School-age child care programs are an attempt to meet the supervision and developmental needs of latchkey children. Quality SACC programs provide both supervision and organized activities which promote the children's social, emotional, physical and cognitive development.

In Oregon, as across the country, SACC programs come in many shapes and sizes—from care for a few children in the provider's home to a parent association program in an individual school, to a large public agency or privately owned center which transports children from all over town to a centralized program location. Some communities are fortunate to currently have some of these options available for families. In other communites in Oregon, there is a desperate need for quality care in any form.

The School-Age Child Care Project

The School-Age Child Care Project was established in the Oregon Department of Education in January, 1987, and is a result of the national concern about the child care needs of school-age children. The Project is funded by the federal Dependent Care Block Grant program through the U.S. Department of Health and Human Services.

The objective of the project, as stipulated by the federal guidelines, is to encourage the development of school-age child care in public or private school facilities, or in other community buildings if school site space is unavailable. This directive from the federal level recognizes that one of the primary deterrents to the use of school-age child care is transportation. Working parents often cannot make the necessary arrangements to transport their children from school to a child care facility. School facilities are seen as logical and practical sites for before and after school care. Another barrier to families needing school-age child care is cost of the care. The use of school facilities, either rent-free or for a nominal fee, reduces program expense and in many cases results in lower tuition costs.

The Project recognizes that there is no single solution to the child care needs of schoolagers in a community. Parents should have a range of programs from which to select the type of care best suited to their children's needs: school-based programs, center-based programs, family provider care, and so forth. The Project encourages each community in Oregon to foster the growth of all quality before and after school programs possible. Some communities have already taken a lead in school-age child care.

Oregon Collaborative Examples

Medford: City Government Cooperation. Following a budget defeat in 1985, the Medford School District was unable to provide transporation for its elementary students. The district turned to the city for help and found a willing partner in the Medford Park & Recreation Department. The cooperation between school district and city government resulted in the establishment of after school programs in nine of the city's elementary schools.

Lincoln County: Community Education Leads. The Community Education Department of Lincoln County chose to tackle the problem of latchkey children in the district by operating programs in six elementary schools from Newport to Lincoln City. Following a change in focus for Community Ed to adult education, the Lincoln County

School District has pledged to continue overseeing the operation of these self-supporting programs.

Eugene: Community Collaboration for Success. Ten years ago, Eugene Latch Key, Inc.—a non-profit organization governed by a parent board of directors— was created with the help of the school distict's community education department, the city planning department, and local social service and youth service agencies. ELK now operates SACC programs in 15 schools in Eugene, providing care for 900 children. The success of Eugene Latch Key also resulted in the program serving as one of eight national demonstration sites for Wellesley College's School-Age Child Care Project.

Columbia County: A Community Agency Steps In. Recognizing the need for after school care in several towns, the Community Action Team of Columbia County negotiated with school districts for use of school space for programs. CAT is now assessing their ability to expand to other locations. Their careful planning and budgeting prove SACC programs can become realities, even on limited funding.

Portland: Diversity. It is not surprising that Portland-area residents have developed a variety of approaches to school-age child care. Programs include: incorporated parent associations which negotiated with their principals for space at individual schools; programs provided by service agencies such as Volunteers of America, Friendly House, and the YMCA; and large private child care centers which provide transportation from schools to a center and also have satellite programs based in the schools.

Until recently, the Portland School District left SACC programs up to principals and interested providers. In January the school board passed a policy which provides uniform procedures and expectations (such as rent-free use of school space by non-profit programs and required sliding fee scales or scholarships for low income accessibility). Coordination is now available for projects to provide snacks from the district food service through USDA, to tap local businesses for scholarship monies, and to address common concerns such as insurance costs and forming a substitute pool.

Other Ideas to Consider. Other communities in Oregon are either doing or thinking about doing some of the following to make school-age child care available:

- — school district buses transport children to programs at center, home or church sites;
- — satellite check-in programs for older children operated by a center or agency to gradually teach children responsibility as they become mature enough for a self-care situation
- — after school programs operated by the child development students in high school or community college which provide valuable training for the student interns as well as needed community child care;
- — cooperative efforts with a senior citizen center to provide opportunities for enriching intergenerational relationships.

The theme of these examples is: *Be Innovative*. School-age child care programs are a possibility in any community which has families in need of the service. The materials published by the School-Age Child Care Project for the "Getting Started" packet were designed to assist communities in collaborative efforts to provide programs for our children.

EMERGING ISSUES

TEEN PARENT CHILD CARE

"The best means of helping the world of tomorrow is to help the children today."

Representative Mike Kopetski
Oregon House of Representatives

The focus of most policy makers considering teen pregnancy is on prevention. Little attention is focused on the teen parent, and the young child of that parent.

Teen parents often become stuck in the "welfare cycle" because of the lack of support services available to assist them in completing their education and in finding jobs. Teen parents often fall between the cracks of social service agencies that provide child care assistance. Returning to school to obtain a high school diploma disqualifies them for eligibility because they are not involved in a work search.

Adequate child care for teen parents benefits the parents and child by allowing the parents to complete their education and become productive members of their community. Model teen child care programs also include lessons in parenting and child development. In addition, available child care helps relieve the stress associated with teen parenting and reduces the potential for child abuse.

There are federal funds available to assist in child care programs for teen parents; however, a very recent study conducted by the U. S. House of Representatives indicates Oregon has barely explored the use of these funds.

The nationally acclaimed YWCA Teen Parent Program in Salem combines federal, local school district and other funds. This model project provides comprehensive services in high school completion, child care, parent education and social services. Teen fathers are involved as well as mothers.

In 1986 there were 840 documented teen pregnancies in Multnomah county. Of this number, 240 have made contact with Portland Public Schools. Forty-seven teen moms are currently on PPS waiting lists for daycare so they can return to school. Summer vacation causes some problem in retention. However, of 30 teen parents involved in the Portland Public School Summer Youth Employment Program, all but two returned to school the next fall.

The Commission believes that support services linked to continuing education are the key to assisting the children of teen parents. The Commission will continue to advocate on-site day care with a vocational component which would help in de-glamorizing parenting, assist with the coordination of parenting groups to educate teens about child development, give babies of teen parents a developmental head start and give parents access to school.

RECOMMENDED ACTION

1. Encourage a continuum of services for teen parents: on-site day care with a vocational component.
2. Encourage the transfer of children to Head Start programs to continue developmental assistance.
3. Use information and referral services, to develop off-site day care for teen parents.
4. Advocate for before and after school programs that provide supervision to young teens to reduce the rate of teen pregnancy and other risks.
5. Seek funding for research to follow teen parents through the system to demonstrate that money spent on child care for teen parents enabling them to return to school and complete their education is money well spent to break the poverty cycle.
6. Close the gaps in support systems to ensure their availability to teen parents. Pursue grants from federal sources to fund appropriate support services.

5. Creating Supportive Communities for Parents and Children

- All Citizens' Responsibility for Children's Well-Being ....pg 531
- Responsible Use of World's Resources ....pg 539

PERENNIAL PROBLEM:

What to do about nurturing human development.

CONTINUING PARENTING CONCERN:

Creating Supportive Communities for Parents and Children.

RELATED CONCERN:

All Citizen's Responsibility for Children's Well Being.

DESIRED RESULTS FOR LEARNERS:

Students will understand how individuals and society contribute to an environment which can be supportive to parents and children.

LEARNER OUTCOMES: Students will:

1. Recognize the problems parents face in the context of the parenting role.
2. Examine the alternative approaches to resolving everyday crises related to parenting problems.
3. Analyze the consequences of actions which relate to the resources used to solve family problems.
4. Consider the desired results of seeking and using available resources.

SUPPORTING CONCEPTS:

A. Parenting problems

   1. Everyday

   2. Crisis situations

   3. When to ask for help; how to seek help

B. Local, state and national resources focusing on children

C. Financial assistance for families

   1. Circumstances which create a need

   2. Alternative sources

BACKGROUND INFORMATION:

A person's family is a major force that influences one's values, style, sense of identity, as well as one's values and expectations for parenting. However, no family is self-sufficient. At one time or another families will need help and support in raising their children. Many parents are worried and uncertain about how to bring up their children. They wonder whether they are doing a good job as parents, yet are unable to define what a good job is. Learning to ask for help may be one of the most important skills that parents can develop. However, there is considerable stigma in many communities about asking for help from outside agencies.

The area in which parents need the most continuous help is with everyday situations of parenting; such as a sick child, parental arguments on how children should be disciplined, or a child with a school-related problem. But many parents think these daily problems are too trivial to ask for help. Parents should not feel ashamed to seek help nor should they expect to be able to find solutions to all their problems from within themselves. The simple fact is that being a parent is hard work and nobody is born knowing how to do it.

In the past, the extended family served the function of providing both information and support for family members. With the knowledge of several generations at their disposal, parents had all the advice and assistance they could handle. (As a matter of fact, this advice was sometimes unwanted and inappropriate.) But things are different in today's mobile and changing society, and the extended family is often too far away for immediate help. As a result, many parents feel isolated and even small problems can become crises.

Potential solutions to many day-to-day problems can be found through reading the appropriate book or magazine article. Other potential solutions can be generated informally by talking to a friend or a coworker who has children the same age, calling another parent who has adjusted well, asking a neighbor to stay with the children for an hour, or helping to start an informal parent support group.

Circumstances which may call for more formal resources could be:

1. New situations, such as moving to a new town or new school district.

2. Health problems such as an extended illness or serious injury.

3. Stress brought on by loss of job, separation or divorce.

4. A family member who is an alcoholic or drug addict.

5. Domestic violence in the form of spouse or child abuse.

Family support services in the community include parent groups, social service agencies, community health agencies, educational institutions, legal aid services or organizations (such as Tough Love, Parents Without Partners, Ala-teen, etc.) Some of these are free, such as school or church sponsored programs and county extension services, but others may charge a fee.

Choosing which agency or resource to use is critical. The first step may be to ask friends or coworkers to recommend organizations they are familiar with or have used. However, this is sometimes difficult and embarrassing, and it is often easier to use a nonpersonal source. Besides telephone directories and newspapers, places to look for addresses, phone numbers, etc., are community bulletin boards, churches, libraries, schools and community health centers. Analyzing whether or not an agency is the right one to use for any specific circumstances is a difficult task, but must be done in order to choose the appropriate agency.

TEACHER PREPARATION:

1. Think about a situation you or your family has been in where someone was needed to help solve a parenting problem. Did you try to take care of the problem on your own? If not, who did you approach first? Why? Was there a need to contact someone or some agency outside your family to solve the problem? Think of a crisis situation that happened with a child in the family. How did you deal with it?

2. Think of the students in your class. What kinds of problems might their parents be facing in their lives at the present time? What kinds of support systems or resources are available in your community to help families with teenage children? With preschool children? With infants? If resources are few, where else can parents go for help?

DIRECTED ACTIVITIES:

Supporting Concept A: Parenting Problems

1. **"Everyday Problems of Parenting"**: As an introduction to the unit, read the following situations to the class:

   a. A single parent of a four-year-old is frustrated because every night at bedtime the child wants an extra stuffed toy, an extra glass of water, another story.

   b. A mother of two preschool children fell and broke her leg and is in a cast and on crutches.

   c. The parents of a two-year-old are frustrated because he is constantly saying "no".

   d. The parents argue over whether spanking is appropriate discipline for their 18-month-old.

   e. The parents of a mentally retarded child have just moved to a new town.

   f. A newly immigrated Southeast Asian mother thinks her 6-year-old should be doing better in school.

   Discuss how easy it is to become frustrated with the "everyday" problems of parenting. Assign one of the above situations to small groups for discussion. Have students describe what kind of help they think these parents need.

   -Are there some informal ways these problems could be handled?
   -Where can parents find help in coping with family problems when they cannot solve the problems themselves or when relatives and

friends cannot help them?

-Think of as many alternatives to each problem as possible.

-What values are reflected in the final decision? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

2. **"Books and Magazines as Resources for Parents":** Assign students to take an informal survey of parents (their own, teachers who are parents, parents of friends) to discover what books or magazines they have found helpful in handling the day-to-day problems of raising children. Compare these to "Suggested Reading List for Parents," SM-1, and revise and update it. Try to get copies of each book and magazine so students can critique them for which ones they think might be helpful to parents during different stages of their life cycle. *(Awareness of Context)*

3. **"Parent Interviews":** Have students ask their parents what typical problems they have faced as parents.

-Were they everyday problems or crisis oriented?

-What were your parent's options and where did they go for help?

-Did they feel ashamed or embarrassed that they could not handle their own problems?

-What new options are open to families today which were not available when your parents were younger?

-Do you think that today's young parents are more open to asking for help than your parents or grandparents were?

Develop some of these problems into case studies. In small groups suggest solutions to these problems.

-What are the consequences for each solution—to the family? To the community? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

Supporting Concept B: Local, State, and National Resources Focusing On Children

4. **"Need for Community and Government Agencies":** Lead a class discussion on how the need for community and government resources has increased over the past several years. Include in the discussion questions relating to:

   a. Trends in employment for women
   b. Problems of working parents
   c. Living far away from immediate family
   d. Single parent families
   e. Teenage mothers
   f. Living in a technological society
   g. Impact of migrant workers and/or immigrant families

-How would the assistance for families occur if there were no agencies or organizations to perform these functions?

-Can a society be as complex as ours and function without any agencies or organizations to assist the family in performing the tasks necessary for individual development? Or do you believe that the government should stay out of the affairs of the family? Why? When? *(Awareness of Context, Alternative Approaches, Desired Results)*

5. **"Available Agencies in Your Community":** As a class, think of as many local, state and national resources and agencies as possible and list them on the chalkboard or large piece of butcher paper. Compare this list with SM-2 and compile as complete a list as possible. Categorize them as to whether they relate to one of the following:

   a. Education
   b. Physical Health/Nutrition
   c. Counseling/Mental Health
   d. Financial
   e. Legal

   (Awareness of Context)

6. **"Visit to an Agency":** Using SM-3, assign each student or group of students to visit a local agency/program and interview a person who works there. Categorize the kind of assistance into one of the areas listed above. The information gathered should be shared orally with the class.

-How beneficial are these programs to people you know?

-Are there any services which need to be provided which are not available locally?

-Why aren't they available?

-What action might be taken to provide the service?
-How can parents get involved?
-What experiences and feelings did you have in doing this research?
-What would you like to do about what you have learned? *(Awareness of Context, Alternative Approaches, Desired Results)*

Supporting Concept C: Financial Assistance for Families

7. **"Need for Financial Assistance"**: Stimulate class discussion by listing on an overhead examples of situations which may create a need for parents to seek financial assistance: loss of employment, teenage parenting, extended illness or disability, divorce, etc. Have students add to the list.

   Debate "It is society's role to help people in financial trouble." As an individual assignment, have students write out the following: Describe a situation where a relative or friend had to ask for financial aid.

   -How did this person feel about asking for help?
   -How did they go about finding the right agency?
   -What if that person didn't speak English?
   -How long did they receive aid?
   -How do you think you would cope with a similar problem?
   -Do you think there is a stigma associated with asking for financial aid?
   -What would be some alternatives to seeking agency aid?
   -What would be the consequences if financial aid was not available?
   -What do you think is best to do? Why?

   Collect the above assignments and choose a few appropriate ones for class discussion.

   -What societal stigma often accompanies financial assistance? Should it? Who should decide? *(Awareness of Context, Alternative Approaches, Consequences of Action, Desired Results)*

8. **"Alternatives for Michelle"**: Have students work in groups to complete SM-4 by reading the case study and responding to the questions that follow. Discuss various group responses with entire class. *(Awareness of Context, Desired Result, Alternative Approaches, Consequences of Action)*

RESOURCES:

Books and Periodicals:

Fischoff, A. (1986). *Birth to three.* Eugene, OR: Castalia Publishing.

Keniston, K. & The Carnegie Council on Children. (1978). *All our children.* New York: Harcourt, Brace, Jovanovich.

Pincus, J.K. & Wegman, P.N. (1978). Helping ourselves and finding help. In *Ourselves and our children,* pp. 222-264. New York: The Boston Women's Health Book Collective, Random House.

Curriculum Guides:

Ohio Department of Education. (1983). *Ohio vocational consumer/homemaking curriculum guide.* Columbus, OH.

SUGGESTED READING LIST FOR PARENTS

BOOKS

1. Boston Women's Health Book Collective. (1978). *Ourselves and our children*. New York: Random House.
2. Faber, A. & Mazlish. (1980). *How to talk so kids will listen and listen so kids will talk*. New York: Avon.
3. Ginott, H.G. (1956). *Between parent and child*. New York: Macmillan.
4. Kunjufu, J. (1984). *Developing positive self-images and discipline in black children*. Chicago: African-American Images.
5. Leach, P. (1978). *Your baby and child: From birth to age five*. New York: Knopf.
6. Rozdilsky, M.L., & Banet, B. (1975). *What now? A handbook for new parents*. New York: Scribner.
7. Spock, B. (1988). *Dr. Spock on parenting*. New York: Pocket Books.
8. Sullivan, S.A. (1980). *The father's almanac*. New York: Doubleday.

MAGAZINES

Mothering

Parents' Magazine

Practical Parenting

Working Mother

COMMUNITY SERVICES

EDUCATION

Oregon Children's Services Division
Community college parenting programs
Family Head Start
Parents Anonymous of Oregon
Parent support groups (e.g., Birth to Three)
County Extension Service (bulletins and programs)

PHYSICAL HEALTH/NUTRITION

American Red Cross
Baby Care Hotline
County Health Departments
March of Dimes
WIC-Women, Infants and Children Nutrition Program
Child Care Food Program (available through child care centers and schools)

COUNSELING/MENTAL HEALTH

Ala-Non/Ala-Teen
Alcoholics Anonymous
Children's Services Division
Center Against Rape and Domestic Violence
Community Outreach: Crisis Intervention
County Mental Health Departments
Parents Without Partners

FINANCIAL

Adult and Family Services
Aid to Families with Dependent Children
Community Outreach: Emergency Service
Consumer Credit Counseling
Salvation Army

LEGAL

County District Attorney Offices
Lawyer Referral Service
Oregon Legal Services Corporation (Legal Aid)

Information and Referral Services - Oregon Clearinghouse...1-800-342-6712.

INTERVIEW GUIDE FOR ANALYZING A COMMUNITY SERVICE AGENCY

SM-3

Directions: *Interview a person from a community service agency or program. Use the following questions as a guide to the interview. Feel free to include other information which might be unique to that organization.*

1. Name and address of agency.

2. Name of the person interviewed and his/her title.

3. What is the purpose of the program?

4. What types of services are provided?

5. Are there any eligibility requirements for participants? What are they?

6. What are the costs, if any, for individuals participating in the program?

7. How is the program funded?

8. What procedures does a person follow to access services of this agency?

9. How long has this service been available in the community?

10. How many people use this service?

11. Did the agency setting feel inviting? Would it feel inviting if you were poorly dressed and/or needed their help?

12. Were the receptionists friendly and helpful?

13. How are the services evaluated?

SM-4

CASE STUDY ON MICHELLE

Directions: *Read the case study below and answer the questions that follow. Be prepared to discuss your answers in class.*

Case Study:

Michelle, a young single mother with two preschoolers receives no child support. She is considering going to work. Since she has no skills, she can only get a low-paying job. Another option is going to technical school to get job training, but she would not have money to pay for child care. She could also apply for public assistance (welfare).

Questions:

1. What will her parents say?

2. What would your parents say if you were in that situation?

3. Would she feel the need to hide the fact that she was receiving welfare from her friends if she decided on that option?

4. What other factors may influence her decision?

5. Are there any other alternatives you could suggest? Develop consequences for each alternative.

6. For each option, consider what the effects may be on Michelle's self-esteem, on her children, on other family members? Discuss various group responses with the entire class.

7. Which alternative do you think is best for Michelle?

8. What values are reflected in your decision?

PERENNIAL PROBLEM:

What to do about Nurturing Human Development.

CONTINUING PARENTING CONCERN:

Providing Safe and Healthy Environments for Children.

RELATED CONCERN:

Responsible use of the World's Resources.

DESIRED RESULTS FOR LEARNERS:

Students will understand the importance of teaching children the responsible use of the world's resources.

LEARNER OUTCOMES: Students will:

1. Become aware of the state of the earth's environment and the fragile interdependence of all earth's citizen's on the family and on the world's resources.
2. Determine what the most desirable environment would be for children now and for future generations.
3. Examine alternative approaches to conserving energy in the home and workplace.
4. Analyze the consequences of actions for various approaches to the use of resources.
7. Formulate a plan for their possible future role as parent, or someone who has an influence on children, regarding use of the world's resources.

SUPPORTING CONCEPTS:

A. The environment
   1. Problems in the environment
   2. Contributing factors to environmental problems
B. Societal messages
C. Energy conservation in the home
D. Teaching children the responsible use of resources

BACKGROUND INFORMATION:

Frequent reference is made to the state of the environment today. Environmental concerns around the world are evident by depletion of natural resources, famines, drought, floods, air pollution, extinction of some species of plants and animals, the "greenhouse effect," depletion of the of the ozone layer, toxic waste dumps, shortage of land fill space and pesticide poisoning. The environmental and energy problem is a global one. What we do in our own homes and communities may seem isolated, but in reality affects the lives of our neighbors right next door and around the world. Our actions can either increase or decrease the quality of human life for children and persons around the globe. Many factors have interacted to form a serious situation in the environment:

1. **Pollution** - The pollution of soil, water and living space by organic wastes is of worldwide consequence, especially in countries where systems of waste disposal and sewage do not exist. Chemicals produced by technologically advanced societies and associated with urban industrial communities contribute most strongly to a pollution crisis.

2 **Land** - Land use has taken place with little or no planning. With increased population growth, pressures on all land will be greater and there will be less opportunity for the land to repair itself through natural processes.

3. **Population** - If the rate of worldwide growth were to continue, the population would double in 35 years.

4. **Technological growth** - Pursuing technical efficiency with expected gains in forms of material wealth has led to the blotting out of landscapes, human communities, and the destruction of species and resources and could have been protected if more human values prevailed (University of Missouri, 1981).

Another factor which contributes to the problem is the North American economy and lifestyle. North Americans demand more energy from non-renewable resources than any other continent on earth. In the past 25 years the U.S. energy consumption has increased 56% and our present per capita energy use is more than five times that of the rest of the world (Handrich, 1981). Electric appliances ranging from curling irons to coffee makers are within constant reach. Each year new products enter the market, often duplicating already existing products. Their production, maintenance and use all depend on energy. Everywhere we turn we face products and situations requiring energy. By locating our homes in residential areas away from business, school and shopping districts we increase our transportation needs. To create climate controlled environments, we install elaborate heating and cooling systems. Spreading our tables with bananas from Honduras, coffee from Brazil, tomatoes and lettuce in winter, and orange juice in summer requires refrigerated transportation and storage. These actions have become so commonplace that we accept them unquestioningly (Handrich, 1981).

In the past, domestic and foreign supplies of raw materials for energy were plentiful and relatively inexpensive so we used them lavishly. Today the United States is faced with the possibility of a drastic shift in lifestyle from one of abundance to one of limited resources because we are depleting resources which future generations cannot renew.

Water shortages are growing critical in many parts of the world. According to World Bank and UNICEF estimates, between one and two billion people internationally are without adequate water supplies. This inadequacy is both in quantity and quality. There are incidents of serious water shortages even in the United States. Already there are areas where nature periodically causes water shortages, and the western United States knows perpetual shortages. Oregon and surrounding states have experienced droughts in the last few years. Considering the crucial role that water plays in food production and basic physical survival, our use or misuse of this resource is significant. Although more than 80% of the U.S. water supply goes for irrigation, household use is considerable, estimated at 200 gallons per person per day (Pestle, 1982).

What should be the response of North Americans to the energy and ecological challenge? Tremendous strides were made in the 1970s when an "energy crisis" forced people to look at their energy consumption. Major efforts were made by industry and individuals during that time to conserve energy. Some of those measures still exist, but North Americans take much for granted. "New generations of consumers will need to be just as vigilant in their use of energy and natural resources to prevent the impending crisis" (Pestle, 1982).

While many share concern for an energy and ecological "crisis" and are willing and interested in taking actions to prevent further crisis, others do not. It is possible that modern science and technology will discover something which will solve our energy problems for the future. Or, as an article in *The Daily Barometer* (1990, May 17) suggests, there may be benefits to global warming. The article cited a recent study at Oregon State University and stated that despite predictions of crops parched by withering heat, U.S. farmers may actually benefit if the "greenhouse effect" and global warming takes place because it will increase crop prices.

Children grow up in families which communicate unspoken messages of all kinds. If parents wear namebrand clothing, do not recycle, and have the newest car, children may "read" the unspoken messages which they communicate. It is difficult to resist "peer pressure" at any age. Add to that the fact that many parents are living similar to the way they were raised. Some, on the other hand, want to give their children everything they didn't have. Therefore, while some parents desire personal and societal changes and may want to assist children in making changes, others will not share that belief. Until their personal values change and they become comfortable with making changes themselves, they will not begin to even think about helping children do the same.

Decisions made on the use of materials, natural resources and possessions must be examined in order for personal change to occur. But if parents desire the changes discussed, what can they do to help children find meanings related to the use of natural resources? Parents are faced with three personal tasks in regard to energy conservation:

1. Develop positive attitudes in themselves and their children about energy conservation.
2. Set an example for children by practicing energy conserving behaviors.
3. Have accurate information about energy issues (Nies & Chenoweth, 1984).

Parents need to equip children to change with the times. Even though a child's parents and grandparents were born at a time when energy, clean air, and water were abundant, children now will more than likely live much of their lives, make their homes, and raise their children in a time when these resources, once taken for granted, are at a premium. (Pestle, 1982).

Recycling, or reusing materials, is an effective way to conserve energy. It generally uses less energy to produce something from recycled material than from new material. For example, recycling old paper into new is less expensive than turning trees into paper. Recycling also saves our natural resources because it cuts down on trash. Large cities are finding there is no place to deposit the huge amounts of garbage we produce. Plastics, including plastic wrap, plastic cartons and styrofoam do not decompose. Glass and metal also become a problem in dumpsites. In addition to recycling, we can also stretch resources by keeping items longer. Instead of throwing away clothing, dishes, and even furniture just because we tire of the item or because styles change it would be desirable to pass these items to second-hand stores and church and charity organizations to give them to people who can use them. Many people find disposable products, such as plastic eating utensils and paper plates and cups, convenient to use. However, that results in a lot of paper, plastic, glass, and metal put into the trash. Children can be taught to use fewer disposable items and/or recycle what they can.

Each family will alter its lifestyles as it sees best, according to its values and attitudes (Pestle, 1982). Some general energy conservation actions parents and families can practice in the home are:

* Provide more family recreational activities in the home to eliminate energy use in transportation.
* Watch TV less and play family games or read instead.
* Have the whole family share transportation rather than each person take a car. Keep automobile transportation at a minimum by planning one trip to meet many needs. Carpool.
* Cut down on hot water for personal use; take showers instead of tub baths. Put flow restriction on showers.
* Preheat oven no longer than 10 minutes.
* Avoid constant peeking into the oven and refrigerator.
* Use fabrics that are produced with less energy such as cotton rather that polyester.
* Wash full loads of clothes.
* When possible, dry clothes outside rather than in the dryer.
* Clean dryer lint traps after every use.
* Avoid "fad" clothing which goes out of style rapidly.
* Mend or patch damaged clothes.
* Donate clothes to charity groups such as Goodwill or Salvation Army.
* Wear more layers of clothing rather than turn up the thermostat.
* Set thermostat lower at night to save fuel costs.
* Avoid disposable paper/styrofoam products.
* Limit use and purchase of plastic wrapped items. Use returnable bottles whenever possible.
* Sort trash so it can be recycled or reused.
* Turn out lights when not in use.

Elise Boulding (Handrich, 1981) states that "families are the primary agents of social change in any society." It is here that intellectual awareness begins, where values are instilled and patterns established that will be transmitted to succeeding generations (Handrich, 1981). In addition to parents, childcare workers, churches, the media, the extended family and various "significant others" in the lives of children influence their values and serve as role models. Values, in turn, dictate actions.

Improving the quality of life for all individuals is desirable. Parents can serve a valuable role for children and society by helping children acknowledge and carefully examine the meanings related to the use of natural resources so they can act more rationally, ethically and effectively in their lives. "If people learn about energy consumption when very young, their habits would continue into adult years as they become the prime consumers in our society. Consumer education must begin early if it is to become a vital part of a person's lifestyle" (Layman, 1983).

TEACHER PREPARATION:

1. **Think about your own attitude regarding the environment. What are your habits regarding use of the world's resources? Are they consistent with your attitudes? What are your challenges in this area?**

2. **Consider the students in your classes. What will be some of their challenges regarding the issue? How can an understanding of this topic prepare them as future parents and caregivers to make a difference in the world?**

DIRECTED ACTIVITIES:

Supporting Concept A: The Environment

1. **"The State of the Earth":** Have each student

read a section of either *Time Magazine*, January 2, 1989, (pages 24-71), or *National Geographic*, December, 1988, (entire issue). These articles very clearly describe the state of the earth's environment today. Include some Oregon statistics on SM-1 "Oregon Garbage Statistics". Students could also collect newspaper and magazine articles on environmental issues. After students have read the articles, ask questions to help students share information they learned with the rest of the class.

-What is the state of the earth's environment at the present time?
-What are some environmental problems discussed?

As students share, use transparency SM-2 ("Problems in the Environment") to write environmental problems and conditions in the space around the globe (world hunger, deterioration of the ozone layer, endangered species of plants and animals, deforestation, "greenhouse effect", unwanted garbage, etc.).

-Why (and/or how) are these problems?
-How have individuals contributed to the these problems? To the energy crisis?
-What evidence do you personally see of problems in the environment?
-What evidence do you see in your school? Your neighborhood? Your community?

Ask students to visualize the following "word picture":

A new employee of the National Forest Service is asked to build a nature trail by putting up little signs so people will know what they are looking for as they stroll through the woods. The employee agrees to do the job. After a week, the employee tells his supervisor that he is finished with the job. When the supervisor inspects the new trail, he sees signs that say: "Apple core", "Coke bottle", "Paper cup", "Plastic bag", "Beer can", etc.

-Is this an exaggeration of the issue?
-What about the forest fires of 1988? The 1989 oil spill off the coast of Alaska?
-What evidence do you see on our own Oregon coast?
-What are the various views about the relationship between consumption and the environment?
-Why do people have such different opinions? What are the influences on our views?
-How does "big business" and their lobbying interests (capitalism) influence things like the oil spill, consumption, the environment, world hunger, the closing of small businesses, and government subsidies of farm commodities?
-In regard to world hunger, what television specials, movies or articles have given you information on this issue?
-Are advertisements on hungry children "for real"?
-What effect will a summer drought have on food prices the next winter? Will we pay more for "burgers and fries"?
-Can higher food prices cause some small businesses to close?
-How do higher food prices here affect people in other countries?
-How much do spray cans help create weather and droughts?
-If there is a "problem" in the environment, what happens if it's not solved? *(Awareness of Context, Consequences of Action)*

2. **"Debate":** As mentioned in the Background Information, there are two "sides"to these issues. Help students see both perspectives by assigning them small research projects to collect data on both sides of the debate — those who say the greenhouse effect is a problem and those who minimize its problematic nature, those who say we are using natural resources faster than it can be replaced and those who believe that science and technology will create new sources of energy, those who believe that North American consumption is a major cause for environmental and societal problems and those who believe it doesn't make a bit of difference, and so forth. Hold a debate on each of these issues and discuss them as a class. Students could then develop questions as to the values, beliefs and assumptions of each of the groups. How might politics be involved in any of these issues? (Student resources on the "side" of the environmentalists will be easy to find and should include the *Time* and *National Geographic* articles mentioned in Directed Activity #1.

Students who wish to represent the other "side" might consider the recent article in *The Daily Ba-*

rometer (1990, May 17) which was discussed in the Background Information. It states that global warming may actually benefit farmers by raising crop prices. *(Awareness of Context)*

3. **"Changes over Time":** Help students put the issue into historical perspective by considering differences over time. Use SM-3 ("Changes over Time") either as a transparency or a student worksheet. Complete the worksheet either individually, in small groups or as a class. Follow with discussion, using the questions below:

   -In what ways has the use or consumption of resources changed over the last 50 years?
   -What are some differences in pollution? Land use? Population? Technology?
   -Why do we consume more than we did 50 years ago?
   -How have we become a nation that lives in the present only?
   -What kinds of historical events or societal customs have affected society today?
   -In what ways has family life changed and not changed as a result of the energy crisis?
   -What is the significance of the past for the present and the future? *(Awareness of Context)*

4. **"How do we Compare?":** Are North American patterns of living typical of people around the world? Compare chart on SM-4 ("How do we compare?") that shows the variation in energy consumption between countries.

   -What are the differences between countries?
   -What are some of the reasons? (cars vs. bicycling or walking, processed vs. basic foods, etc.)
   -What can we learn from people in other countries?
   -What can we learn from people in our country with limited income? *(Awareness of Context, Consequences of Action)*

5. **"Causes":** As a group, consider causes of these problems cited earlier.

   -As we think of environmental problems just discussed, what are some of the reasons or causes of these problems? (pollution, land use, population, technology, habits of consumption, etc.)
   -What about the media, power, wealth, class values and religious values?

   Divide into small groups and have each group discuss one of the causes mentioned in detail. How does this cause affect environmental problems? Give examples.

   Come together as a large group and share discussion from smaller groups. Facilitate this by projecting and completing SM-5 ("Effects of Possible Future Events on One Another"). [A similar chart could be made for the effects of the media, wealth, etc.]

   -How do the actions of an individual affect others in the same family? Neighbors in the same community? Persons in another country or children around the world?
   -What is most desirable for people all over the world? What should be the goal?

   Help students see the interdependence of all citizen's actions on individuals and families, especially in their own neighborhood and "world", but also around the world. *(Awareness of Context, Desired Results)*

6. **"A Perfect Environment":** Help students visualize the "ideal" environment for children and families by asking them to describe the most perfect environment they can think of. Ask them to "dream" a little, then write their own description and later share their ideas with the class. Allow students the freedom of variation and encourage creativity in their description.

   -What is the most perfect environment you can think of?
   -What will help the most people?
   -What do we want to happen in the end? *(Desired Results)*

7. **"Family Involvement":** Help students explore how individuals and families might respond to situations occurring in the environment. Have them work in groups of two and choose just one environmental issue. Have them think of some examples of ways that teenagers and their families have gotten involved in a project regarding that issue? If they cannot find examples, have them brainstorm a list of possible ways. (For example, what are alternative ways of dealing with unwanted garbage, or a water shortage?)

-What are the possible consequences of any of these alternative ways?
-Why is it important for the family to understand how people use natural resources and the effect it has on the environment and the world?
-How does the awareness of environmental issues help families and parents be responsible in their own actions? *(Alternate Approaches, Consequences of Action, Awareness of Context)*

Supporting Concept B: Societal Messages

8. **"Consumerism":** Help students begin to evaluate consumerism in a world of limited resources.

-What are the messages given by society regarding consumption?
-What role do advertisements play?
-Why do we believe "bigger is better"?
-How do we "compete" with our neighbors and friends? (newer and nicer cars, greener lawn, fashionable clothes, etc.)
-What is the effect of competition on the environment?
-What would be the most desirable response to this competition?

Formulate questions someone can ask of themselves before purchasing something:

-Do I really need this product?
-Just because it's a good buy or because everyone else is getting one, should I purchase it?
-What are the long-term effects of this action on the environment? On people around the world? *(Alternative Approaches, Consequences of Action)*

Supporting Concept C: Energy Conservation in the Home

9. **"Get Involved":** To help students make some practical application to conservation practices, choose some of the activities on SM-6 ("Get Involved") to assign to students, or allow students to each choose a project. *(Alternative Approaches, Awareness of Context)*

10. **"Energy Conservation":** View a film on saving energy in the home. As a class, come up with as many ways as you can think of to save energy and resources. To do this, plan a competition by having students work in groups of 2 to 3 and see who can make the longest list of ways to save energy. Collect lists and have them typed into a handout similar to SM-7, ("Your Conservation Habits"). Distribute completed lists to each student and have them evaluate their own conservation actions.

Help students examine the values their families have consciously or unconsciously taught them. Share examples from the list on SM-7. ("Your Conservation Habits")

-Will you adopt the same or different values when you have children? Why or why not? *(Awareness of Context, Alternative Approaches, Desired Results)*

11. **"Take Action":** After studying this unit, have students think about and establish new priorities for their actions.

-What are ways you individually waste resources?
-How could you increase your wise use of resources?

Have students, in writing, each make a list of actions they would be willing to take in response to these issues. They could include things such as turning off their curling iron and lights when not in use, not wasting paper, not standing at the refrigerator with the door open for long periods of time, riding to school on the bus or with at least one other person, and so forth. *(Alternative Appoaches)*

Supporting Concept D: Teaching Children the Responsible use of Resources

12. **"Role-Modeling":** Consider the effect that parenting has on children in these issues. Have students share, either in small groups or in the larger group, examples of times when small children have imitated an adult in their life - - a parent, babysitter, teacher or neighbor. In the discussion that follows, help students see why children follow the example of those who are older. Adults often forget the influence they have on young children.

-What are some positive and negative long-term consequences of parents and childcare

givers serving as role models for children?
- How does that happen and why?
- What difference does it make for children when parents and caregivers demonstrate responsible actions for children to imitate?
- What is the potential for changing a child's actions for the rest of his life?
- What parental actions are most desirable for role modeling? *(Awareness of Context, Consequences of Action, Desired Results)*

13. **"Parental Responsibility":** Outline ways which environmental consciousness can affect parenting.

    - What responsibilities do parents have in preserving the environment?
    - What are ways to conserve non-renewable energy in the care of children? (Disposable diapers vs. cloth diapers, baby food grinder vs. commercially-prepared baby foods, keeping baby/young child in warmest room in house in cold weather or use space heater, etc.)
    - What forms of energy could be saved with each example cited?

    What about toys and activities for children? (Toys found in every house include adult clothes for imaginative play, pots, pans, lids, wooden spoons and measuring cups from the kitchen, sheet or blanket for making a "tent", discardable items such as boxes, plastic containers with lids, oat boxes, spools, etc.)

    As an out-of-class assignment, have students make an educational game or toy out of recyclable materials. Have them bring games or toys to share what they made with the class. (One resource for this activity is "Crafty Holidays" and "Crafty Critters" by Dow Consumer Products.) *(Awareness of Context, Alternative Approaches)*

14. **"Teaching Energy Conservation to Children":** Conclude the unit by helping students brainstorm ways to teach children energy conservation rather than waste it, both in the home and in a daycare center. Assign students to work in groups of 4 to 5 and come up with a way to teach children these principles (poster, puppet show, play or skit, song, etc.). (Resources to help children have fun with recycling and the environment are included on the Resource list: "Recycle Trip", "Litter Brigade . . .", "Watching Out for the Outdoors", Ecology Check" and "Recycled Footwear".) *(Alternative Approaches)*

RESOURCES:

Books and Periodicals:

Boulding, E. (1978). *The family as a way into the future*, p 8. (Pendle Hill Pamphlet 222). Wallingford, Pa:Pendle Hill.

Forte, I. and Frank, M. (1982). *Puddles and wings and grapevine swings*. TN: Incentive Publishing, Inc.

J.C. Penney Co. Inc., (Fall, 1981). Interpreting signals of change. *Forum Magazine*. New York.

Kelly, J. & Eubanks, E. (1988). *Today's teen student workbook* (3rd ed.) Mission Hills (CA): Glencoe Publishing.

Layman, N.K. (1983, January). Energy Superstars. *What's new in home economics*, (pp. 7-11).

Longacre, D.J. (1980). *Living more with less*. (p. 166). Scottdale, Pa.: Herald Press.

Nies, J. & Chenoweth, L. (1984). Energy education in the home economics classroom: Another Look. *Illinois Teacher*, 27, pp. 184-186.

National Geographic. (1988, December). 174: 6. Entire issue.

Parnell, F. B. (1988). *Skills for everyday living student activity guide*. South Holland, Illinois: Goodheart-Willcox Publishing, Inc.

Pestle, R. (1982). Teaching Energy-Aware Lifestyles. *Forecast for Home Economics*. 27(7).

Time Magazine. (1989, January 2). "Planet of the Year: What on earth are we doing?" 133(1), pp. 24-71.

U.S. Department of Commerce, (1988). *Statistical Abstract of the United States* (p. 543). Washington D.C., Bureau of the Census.

Curriculum Guides:

Handrich, J. (1981). *Living lightly, new priorities for home economics*. (A Teacher's Guide). Scottdale, Pa: Mennonite Central Committee Hunger Concerns Office.

Oregon Recycling Cirriculum (K-12) Available from DEQ, Waste Reduction Section, 811 S.W. 6th St., Portland, OR 97204.

University of Missouri. (1981). *Family Relationships and Parenting Education with Special Emphasis on Conserving and Coping with Limited Resources in the Home Environment*. (A Curriculum Guide). Columbia, MO.

Pamphlets:

Dow Consumer Products, Inc. (1988). *Crafty Critters*. Texize Division, Consumer Affairs Department, PO Box 368, Greenville, SC 29602.

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Department of Environmental Quality Solid Waste Division, *D.E.Q. Sacks Catalog*. 811 SW 6th Street, Portland, Oregon, 97204. (Available in quantity from DEQ Hazardous and Solid Waste Division, 811 SW 6th St., Portland, Oregon, 97204).

Oregon State University Extension Service, (1984). *Energy guide, A tool for appliance shoppers*. (Extension Circular 1058). Corvallis, Oregon.

Oregon State University Extension Service, (1987). *Low-cost, no-cost tips for saving electric energy in your home*. (U.S. Government DOE/BP-805). Corvallis, Oregon 97331.

Newspaper Articles:

Kolberg, Rebecca. Study: greenhouse gases may aid farmers (1990, May 17). *The Daily Barometer* (Oregon State University), p. 8.

OREGON GARBAGE STATISTICS

(PORTLAND TRI-COUNTY AREA)

We each create 4 1/2 pounds of garbage every day . . . 4 1/2 million pounds, every day, in just the tri-county area. Half or more could be recycled or composted. But only 22% is.

Every thousand tons of uncompacted waste Oregonians produce covers a half-acre, 3 feet deep. Oregon produces 5,480 tons daily.

See the problem? We're throwing away valuable resources. Our garbage is gobbling valuable land.

Now we're part of the **PROBLEM:**

* Most of our garbage is paper. We each use 580 pounds of it a year.
* Yard waste is a major throwaway.
* We toss 26,000 tons of bottles and jars a year but recycle only 11,000 tons.
* Only 10% of residential tin, iron, and steel are recycled.
* About 6% of our waste is plastic, most of which ends up in landfill--lasting forever.

From: D.E.O. Sack Catalog, Department of Environmental Quality, Portland, OR

PROBLEMS IN THE ENVIRONMENT

WHAT WILL YOUR CHILDREN FACE?

CHANGES OVER TIME

SM-3

Directions: *Using written resources and discussions with people who were born before 1940, compare the differences in society today with 50 years ago, by filling in information to that effect.*

	BEFORE 1950	1950 - 2000
CONSUMPTION OF RESOURCES		
POLLUTION		
LAND USE		
POPULATION		
TECHNOLOGY		
FAMILY LIFE		

HOW DO WE COMPARE?

Country	Kilograms of Coal Equivalent[1]
United States	11,485
Federal Republic of Germany	5,689
United Kingdom	5,464
USSR	5,252
France	4,330
Japan	3,839
Italy	3,227
Spain	2,063
Mexico	1,269
Brazil	646
People's Republic of China	632
Turkey	628
Egypt	322
Philippines	309
Thailand	300
India	201
Pakistan	188
Indonesia	158
Nigeria	94
Bangladesh	31

[1] Excludes firewood and dung.
Source: United Nations

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EFFECTS OF POSSIBLE FUTURE EVENTS ON ONE ANOTHER

To the Student: Read the statements in the left-hand column. Think about what effect each event could have on the events listed across the top of the chart. For example, if world population increased by 50%, what might be the effect on continued air and water pollution? If world population increased by 50%, what might be the effect on technological growth? Write your answers in the appropriate boxes.

	WHAT MIGHT BE THE EFFECT ON . . .				
	High rates of population growth?	Continued air and water pollution?	Technological growth?	Land use?	An increased sense of responsibility for future generations?
1. If world population increased by 50% . . .	▨				
2. If the air pollution level continues to rise . . .		▨			
3. If technology continues to grow at the present rate . .			▨		
4. If present actions of land use continue. . .				▨	
5. If people begin to consider the effects of their current actions on the well-being of future generations . . .					▨

GET INVOLVED

1. Observe yourself, your family, friends or neighbors for one entire day and write down at least three (3) things that contribute to environmental problems discussed earlier. Present lists to class and suggest ways in which the family can reduce energy consumption, conserve natural resources, swap services with others and live less extravagantly.

2. Invite a guest speaker to your class or coordinate a panel of guest speakers to talk about resource conservation. Speakers might include the manager of a local coop or recycling center, local citizen who is using solar or wind power, local utility representative or energy consultant.

3. In light of the water situation in the world today, calculate the number of gallons of water used in their home each day. Compare figures in class and discuss ways to decrease this level of use.

4. Do an energy assessment of your home. Report the number of electrical appliances and other energy-using units. Using charts from the utility companies, estimate the number of kilowatt hours used and the cost of various appliances.

5. Talk with family members about ways to save energy in the home and enlist their help. Develop a checklist of ways parents and children can work together to save energy in the home. Report efforts to class.

6. Identify 20 things used by families that require energy. List on the board and then go through the list and think about which ones you would be willing to give up versus those you could not live without. Follow with reasons for your choices.

7. Write a 1 minute public service announcement about conserving resources. Have it tape recorded and share recorded announcements with the class.

8. Write a newspaper article on actual or needed conservation efforts in your community.

9. Interview the manager of a local fast food business to determine the cost of common disposable packages. Bring samples of the packages to share with the class.

10. Place newspaper on the floor and empty a wastebasket on it. Analyze what could have been recycled.

11. Follow a soft drink can that someone might toss out of a car. Who picks it up? Who pays for it? If everybody tosses out cans, how does it affect the environment? How do the recycling and refund laws in Oregon affect it?

YOUR CONSERVATION HABITS

SM-7

Directions: *Below is a list of conservation practices. Indicate how much you and your family follow them by placing a check in the appropriate blank.*

	Always	*Sometimes*	*Never*
1. Avoid using styrofoam containers			
2. Recycle aluminum cans			
3.			

Add items from students' lists.